

**USING JIGSAW TECHNIQUE TO IMPROVE READING  
COMPREHENSION SKILL AT THE EIGHT GRADE  
STUDENTS OF SMPN 3 MLATI YOGYAKARTA IN THE  
ACADEMIC YEAR OF 2012/2013**

**A Thesis**

Presented as a partial fulfillment of the requirements  
for the attainment of the *Sarjana Pendidikan* Degree  
on the English Language Education



By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
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2013

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**USING JIGSAW TECHNIQUE TO IMPROVE READING  
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3 MLATI YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

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## **RATIFICATION**

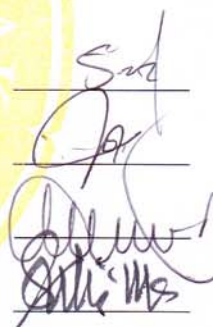
### **USING JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL AT THE EIGHT GRADE STUDENTS OF SMPN 3 MLATI YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2103**

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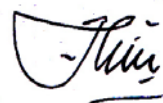
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, September 28<sup>th</sup>, 2013

Penulis



Ika Kusriani

## **MOTTOS**

Never forget what I have learned

We have to prepare the unexpected things

Get up from my seat and start to get busy

## **DEDICATIONS**

This thesis is specially dedicated to:

ALLAH SWT,

my parents,

my brothers,

my lectures,

my consultants,

my collaborator, Mas Arya

and my friends.

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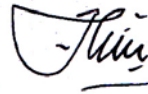
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I realize that my thesis is far from being perfect, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. I expect

that this thesis gives some contributions for the improvements of the English teaching and learning and for the readers.

Yogyakarta, September 28<sup>th</sup>, 2013

The writer

A handwritten signature in black ink, appearing to read 'Ika Kusriani', with a stylized flourish underneath.

Ika Kusriani



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**By Ika Kusriani  
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**ABSTRACT**

The aim of this research is to improve reading comprehension of Grade VIIIB of SMP N3 MLATI through jigsaw technique. In conducting the study, the researcher involved the English teacher, the collaborator (the student of English Department of UNY), and the students of VIIIB. This research applied the principle of actions research.

The steps of this research were reconnaissance, planning, conducting action and observation, and having reflection. The participants of the research were the researcher, the collaborator, the English teacher, and the students of Grade VIIIB of SMPN 3 Mlati. There were two forms of the data in this study. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing the students, the principal, the researcher's assistant and the English teacher, making field notes, and holding the discussion with the English teacher and a collaborator. Meanwhile, the quantitative data were obtained from the students' reading score of pre-test and post- test. There were four elements of descriptive statistics in describing the result of test. Those were test, frequencies distribution, mean and standard deviation. This research applied theoretical and time triangulation to get trustworthiness in analyzing the qualitative data. In addition, the validity of the qualitative data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The results of the research show that using jigsaw technique can improve the students' reading comprehension and the students' reading involvement in the reading class because the findings reveal three results. First, the use of jigsaw can improve students' reading comprehension. Second, there were improvements of students' involvement in the reading class toward the application of jigsaw technique. They were more active in every activity, they were willing to participate in the group discussion, and they were more serious to finish the tasks in groups. They were also motivated to work in groups and they were motivated in reading the English texts.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

In Indonesia, the use of English as the printing media has been familiar for decades. The local and the international magazine and the Jakarta Post and some other English local magazines provide evidence for such situation. The use of English as a tool to deliver materials in those media indicates that English is widely used in Indonesia.

In Indonesia English becomes one of the main subjects for Junior High School up to College students. Even kindergarten and elementary students have also learned the four English skills; they are listening, reading, speaking and writing. One of the four skills, reading plays an important role in learning process because it gives knowledge, information, and idea to be applied in the speaking and writing. Through reading, students can learn ideas, concepts, and attitudes. Then, by reading, students can get many vocabularies that they need to be applied in speaking and writing. Additionally, reading skill is used in the final examination. So the students must have a good reading comprehension if they want to pass the exams and graduate from the school.

English is not only used as a means of human communication but also as a subject learned at schools in Indonesia. The teaching of English is basically needed by Junior High School students because it is a compulsory subject in Junior High School. Then, English teachers who could conduct the teaching English well are needed.

Based on Kompas (30/10/2012) the result of the final examination in Junior High School is still low. There are some problems which influenced the result of the final examination. They are from the teacher itself, the method, and the motivation.

As argued by Richard and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

The fact in the classroom of SMPN 3 Mlati, especially in VIII grade the English teaching and learning is focused on helping the students pass the final exam only. Students are taught how to answer the questions and how to finish the questions of the final exam exercises with the time the teacher gives to the students. Additionally, teaching and learning processes take more time only in reading the texts and answering some questions related to the texts.

Unfortunately, the teacher is still the center of the learning. As argued by Wichadee (2003:3) the teacher-centered approach taking place in traditional classrooms does not produce active recipients and results fossilized language learning. It is not effective enough to promote language acquisition. Based on the information from the teacher and the researcher's observation, teacher center learning still happened to the VIII grade students in SMPN 3 Mlati and the students tend not to listen the teacher because there is not variety of teaching, so many students are less motivated and feel bored in learning

reading English in the classroom. The students seldom discuss and share the materials at each other because the reading activity still depended on the teacher's explanation. Then, the clever students tend to be active but the other students tend to be passive. These made the students not learn reading optimally and also made the students felt bored.

Since students often feel bored in doing the reading activity above, they need new activities which are more challenging and interesting. Many reading strategies need to be used to make the students active in doing reading comprehension activity. Harmer (2002) states that teaching reading is taught from elementary school to university by using many kinds of methods applied by English teacher. Cooperative learning may be considerably more effective for the students than the attention of the teacher only in the class.

Working in group, therefore, is believed to solve the problem. According to Wichadee (2003:1-2), the students who do not like to speak in the large class are comfortable speaking out in a small group. Group member can complete their strength and weakness in learning English reading because each student has a different background and ability in learning English which he or she can bring to the group. For example, one student may have strength in vocabulary that can supply to the students with a solid background grammar. Furthermore, slow student will be benefit from interaction with better one, and good student will feel proud they play an important role in helping their weaker classmates.



One problem of working in group method is the students are responsible to learn only their own subtopic or subtask and they do not learn their friend's subtopic or subtask. For example, if one student has one topic of the reading text while his group must present all the topics to the class and also must answer all the topics from the teacher and other students, it will become dangerous for him and for his group. Jigsaw is one of the activities of cooperative methods which can solve this problem. Slavin (1995:111) says that in Jigsaw, most of working group include a procedure whereby students share information they have gathered with group mates and, in many cases, with the class as a whole. Students are quizzed on all topics and the quiz scores are averaged to form team scores. So, if the team is to succeed, team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

Based on the explanation above, teaching reading should encourage the student's cooperation, in expressing idea, sharing idea, asking and explaining each other in a group so that the learning process of reading comprehension will achieve the better result. That is why a new strategy or method to improve the students' reading skill is needed to overcome the above problems. Based on the background above, the researcher is interested in conducting a research to improve the reading comprehension skill by using jigsaw.

## **B. Identification of the Problems**

Reading teaching and learning process in the classroom is commonly influenced by some factors such as teachers, students, media, and techniques.

There are also some problems in teaching reading comprehension at junior high schools. Teacher tends to apply monotonous reading activities in the class that is by having the students read the texts and answer the questions based on the text. This kind of reading activity usually makes the students bored and sleepy. Teachers have few varieties of teaching methods to make a more interactive reading activity in their class. It seems that they are satisfied with the teaching method by using reading texts and answering questions related to the texts. Therefore, students do not like reading activities in the class because the reading activities are boring. They tend to discuss another topic instead of reading a text in the class. The variation of the teaching media in teaching reading is very low. Most of the teachers only use the textbook as the major source of their teaching reading. Teacher only explained the materials in front of the students and asked the students just read anything written on the textbooks and do the reading tasks on the textbook.

### **C. Delimitation of the Problems**

Based on the identification of the problem mentioned above, teaching English reading in Junior high school is believed to be very complicated. As mentioned in the identification of the problem, there are some components to be considered in the realization of the jigsaw method. Those are students, teacher, materials, and method. This research used the cooperative method to be investigated deeper especially the jigsaw technique.

Based on the discussion in the background of the study and the identification of the problem, the researcher limits the problem areas into a

more specific one. The research focused on the jigsaw method in teaching reading that is improving reading comprehension skill by using jigsaw at the grade eight students of SMPN 3 Mlati in 2012/2013 academic year.

#### **D. Formulation of the Problems**

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification and limitation of the problem, the problem is how should Jigsaw Technique be applied to improve reading skills of the eight grade students of SMPN 3 Mlati Yogyakarta?

#### **E. Objective of the Study**

Based on the problems above, a new strategy or method to improve the students' reading comprehension skill is needed. So, this study aims improving reading skills of the grade VIII students of SMPN 3 Mlati Yogyakarta.

#### **F. Significance of the Study**

This study is expected to be beneficial for:

1. The finding of this study is expected to become a source of information can give information to the English teachers about the ways to improve the teaching and learning quality.
2. The finding of this study is expected to become an evidence that represents students' ability in learning foreign language.
3. The finding of this study is expected to become one of the considerable sources or reading material either to enrich English Student Department

reference in writing their thesis or to improve their knowledge in English teaching and learning processes.

4. This study is expected to increase the researcher awareness of the contribution of jigsaw technique to improve the students' reading skills in teaching and learning processes and to give the experience in doing the research and working with other people as well.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Review of Related Literature**

##### **1. Reading**

###### **a. The Definitions of Reading**

In the daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately the people find many problems in reading.

According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

There are two process of a written text, they are word recognition and comprehension, according to Pang (2003:6) reading is defined as understanding written texts. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge,

experience with text and other strategies can help them understand written text.

Based on the definitions above, reading is important to the people's daily life, and also reading is not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

#### b. Definitions of Reading Comprehension

According to Klingner (2007:2) reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teacher will mention the skills that the students want to use, then they will give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Alderson (2000: 28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003:14) comprehension is the process of making sense of words, sentences and

connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand written text.

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

#### c. Teaching Reading

Kimby and Garnezy in Brown (2001:7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. Brown (2001:7) also says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definition above, we can get the definitions what is teaching, that is, helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in

doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

#### 1) Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts.

According Brown (2001: 306-311), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

##### a) Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students will know what information they want to know in reading the texts. (Brown, 2001: 306).

##### b) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc). (Brown, 2001: 306).



- c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, 2001: 306)

- d) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2001: 308)

- e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2001: 308)

f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2001: 308).

g) Guessing when you are not certain

Brown (2001: 309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

- (1) guess the meaning of a word,
- (2) guess grammatical relationship (e.g., a pronoun reference)
- (3) guess a discourse relationship,
- (4) infer implied meaning (“between the lines”),
- (5) guess about a cultural reference, and
- (6) guess content messages,

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

## 2) The Principles of Teaching Reading

In teaching English, a teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teach in the classroom.

According to Richards and Renandya (2002:16), there are ten teaching principles that may be appropriate in teaching reading that is summarized below.

### a) Lowering Inhibitions

In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups.

### b) Encouraging risk-taking

When students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language, using fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language.

c) Building students' self confidence

A teacher needs to build the students' confidence in studying English because self-confidence is one of the important factors which influence the students' success in studying English. To do that, a teacher should tell students explicitly (verbally and nonverbally) that he or she does believe in them that the students can do their job. The teacher should ask them to make lists of their strengths of what they know or what they have accomplished so far in the course.

d) Helping students develop intrinsic motivation

Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs require English, playing down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

e) Promoting cooperative learning

In the classroom, teacher explains that cooperative learning in the class is more important than competition between the students. Some activities that can be done in cooperative learning are directing students to share their knowledge in a group, asking the

students to think of themselves as a team so that the students who have a good ability in learning can help the students who do not have it.

f) Encouraging students to use right-brain processing

In the classroom, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected.

g) Promoting ambiguity tolerance

Making the classroom is enjoyable and comfortable to make students interest in studying English. Some activities can be done are encouraging the students to ask you and each other, questioning when they do not understand something, making your theoretical explanations very simple and briefly by doing translation into a native language to clarify a word or meaning.

h) Helping students use their intuition

Making the students do not depend on to the teacher is a good way to building their intuition. Some strategies can be done by the teacher are praising the students for good guesses, doing

not always give explanation of errors, letting a correction suffice and correcting only selected errors.

i) Getting students to make their mistakes work for them

Teacher does not need to correct and always explain why the students make errors in their learning. Asking the students to do self-learning activities are the good way for them. Some activities can be done are recording students' oral production and getting them to identify their errors, letting students catch and correct each other's errors, encouraging students to make lists of their common errors and to work on them on their own.

j) Getting students to set their own goals

Setting the students' own goals is a good way to improve their study. The activities are asking them to make list of what they will achieve on their own particular week, getting students to make specific time commitments at home to study the language, and giving "extra credit" work.

These are the ten principles which can be implemented in the teaching reading in the classroom. Teacher can select one or two appropriate principles as the need of the students because the appropriate principle influences the students' achievement. From ten principles above, the researchers use and maximize the fifth principle, that is, promote cooperative learning especially jigsaw

technique as the limitation and the need of the first year students in SMP N 3 MLATI.

### 3) Components in Teaching Reading

#### a) The goals of the learning

There are two goals can be achieved by the students, those are long- and short-term goals. According to Brown (2001:53), long-term goals may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc. Short-term goals, on the other hand, might be the learning of a small amount of new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week.

The teacher can encourage the students to learn English and active in the reading class to achieve the long-term goals by emphasizing those long-terms goals is more important for them to be achieved by them. To motivate them in learning English, the teacher also can use the short-terms goal by giving them some points to them. If they can involve in teaching and learning English, they are active in the reading class, and they can get high score in the reading class, the teacher can give the class rank and some rewards for them.

## b) Teacher

According to Allen (cited in Brown, 2001: 429), there are some characteristics of good language teachers. Firstly, the teachers should love and comprehend English language such as listening, speaking, reading, and writing. Secondly, they understand and use a wide variety of techniques. Next, they give optimal feedback to students, use appropriate principles of classroom management, adapt textbook material and other audio creatively, enjoy people, and show enthusiasm.

In a classroom, teachers' roles can influence activities. It means that the teachers change from one activity to another. If they are fluent at making these changes, the effectiveness as the teachers is greatly enhanced. These are roles of a teacher:

### (1) Controller

Teachers as controller are always needed in the class activity when the teacher teaches the students. A controller determines what the students do, when they should speak, and what language forms they should use (Brown, 2001: 167). In addition, Harmer (2007: 58) states that a controller takes the roll, tells the students things, organizes drills, and reads aloud.



## (2) Organizer

Teachers should be good organizer. It means that the teachers should organize the students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop (Harmer, 2007: 58).

The first thing that has to be done by the teachers is that they need to organize students so that the students are involved in the activity. To do this, the teachers can create fun activity, such as playing games. Next, the teachers give any necessary instructions, and say what students should do first and next.

These are important steps so that the students know what should be done in the activity. The teachers should give demonstration or an example to do the activity clearly. If the students have understood, start or initiate the activity. The teachers can stop the activity when the students have finished. The last one, the teachers give feedback about language use. It is because the students can know which one is right or wrong in doing the activity.

### (3) Observer

In a classroom, teacher does not only teach the students but also observe them. It is aimed to give them useful feedback. In the classroom observation, the teachers watch students' learning process in order to judge the success of different materials and activities. The teachers can make changes in the future if the activities are not appropriate to the students' needs (Harmer, 2007: 62).

### c) Students

Students can learn language well, get good mark, pass exam if they study hard and have motivation. Brown (2001:72) states that motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. It means that motivation is people's desire to achieve goal. Motivation can come from outside or inside. Harmer (2001: 51) states that motivation which comes from outside is called extrinsic motivation and from inside is called intrinsic motivation.

### d) Interesting activities and materials in the class

The students tend to study and involve in the reading class when they get interesting activities and interesting subjects that they learn in the class (Brown, 2001: 53). The teacher can use the different activities that can make the students interest to join in

the reading class. Using the interesting activities and materials will make the students like the reading class and enthusiastic to learn the subject that we give. The teacher also can use some media that can make the lesson become interesting.

#### e) Media

Definition of media proposed by many experts, Kemp (1977:73), for example, says that media are supporting materials that can motivate students and can effectively explain and illustrate subject content. His concern is on the use of materials in order to make the students motivated to learn something and to make clear the content of a subject. He also adds that media as any tools, methods and technique used to make the communication and interaction between the teacher and the students more effective in the teaching learning process. Here media can be anything, material and non-material, physical, and non-physical, those are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating or making clear the thing being discussed or talked about.

In this globalization era, many schools use technology as teaching media to support the teaching and learning process. It also happens in the English language teaching-learning process. According to Brown (2001:143), an educational institution has a

promising new technology that could offer linguistic input and output, feedback, students' collaboration interactivity, and fun.

Based on the definition above, it can be concluded that modern technology can help the students to acquire the new knowledge or skill and the new changes of behavior after getting the assistances from the modern device called Computer Assisted Language Learning (CALL) or Computer Learning.

There are some uses of computer in teaching learning in English (Harmer, 2001: 145-146), those are:

(1) Computer as reference

Computer can be used as reference to learn English because it can be connected to internet. And by using internet the students can find all subjects or topics they want to study. Some dictionaries that offer definition, the meaning of the words and how to pronoun the words can be opened from the computer. Because of this media, the teaching and learning become easier.

(2) Computer as teaching and testing programs

A teacher can use computer as the course book to teach the students. When the students feel bored with their course book and sit behind their desks for hours, the teacher can use computer to design the materials by decorating it with some picture and sound which make the materials very

attractive. Some programs in the computer can be used in teaching the materials such as Power Point. Power Point is a presentation program developed by Microsoft. It allows users to create anything from basic slide shows to complex presentations. Power Point is often used to create business presentations, but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be included to add extra appeal to the presentation. By using Power Point, the teacher can make interesting materials in the slide shows which can interest the students to pay attention to his / her explanation.

#### f) Evaluation

In education, evaluation is defined as the process of obtaining information and using it to come to some conclusions which will be used to take decisions whether the students have understood the materials given by the teacher or not. It is also used to measure how far the students master the materials from the learning process in the classroom.

#### 4) The Stages of the Teaching and Learning Cycle

The latest curriculum of Indonesia reform happened in the beginning of Academic year of 2006/2007. The developed

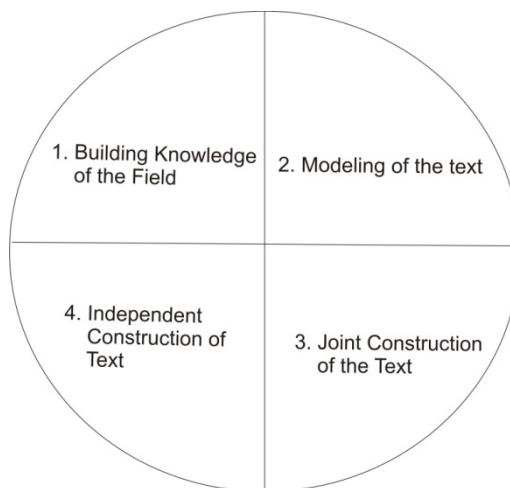
curriculum is then called School Based Curriculum (KTSP). School Based Curriculums or KTSP (Kurikulum Tingkat Satuan Pendidikan) is used as the guide for the teaching and learning implementation in all levels of educational institution including *High School*. This new reform is believed as the one more effective in enhancing the learning process than the current curriculum.

In School Based Curriculum, there are so many ways and methods that can be used by the teacher in teaching learning process. She/he can freely select the appropriate teaching method according to the students' characteristics and also depending on the materials being taught. It is only the teacher who knows the appropriate teaching methods, that is going to use in delivering the teaching material.

Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independents Construction of Text (ICOT) in achieving the ultimate goal of English teaching and learning discourse competence in KTSP is only an alternative. It means that during teaching and learning process, some approaches, and various techniques required by KTSP can be put forward. It is also required by KTSP that the activities must be made various. Although it is only the alternative but it should be underlined that following the five stages are considered the most effective methodology for implementing the

genre approaches. To make it clear, according to Feez (2002:27)

here is the figure of the five stages in teaching and learning cycles:



**Picture 2.1. Stages of the Teaching and Learning Cycle**

a) The first stage of a lesson is the Building Knowledge of the Field (BKOF)

This stage is to direct and to assist the students' attention toward the topic and to prepare their understanding to deal with it. The time spent on this stage before move to the next stage depends on students' understanding and students' knowledge about the topic. The teacher can also return to this stage if the students do not understand yet about the topic or do not understand the text yet.

According to Feez (2002: 28-29), she says that in the building the context, the students are introduced to the social context of an authentic model of the text-type being studied and the students explore features of the general cultural context in

which the text-type is used and the social purposes the text-type achieves.

In this stage, the researcher tries to brainstorm the students' background knowledge by providing some questions related to the material that they would learn. He encourages the students to use the background of the knowledge they have already known, such as knowledge that they got in daily life related to the text will be studied by them.

b) The second stage is the Modeling of Text (MOT)

As it is a modeling stage, MOT is the stage where the students are given a model of language features of the target language. In this stage, there is an explicit focus on analyzing the genre through a model text related to the course topic. According to Feez (2002:29) in this modeling stage students can learn the structural pattern and language features of the model. They also can compare the model with other examples of the text type.

It is recommended that selections of the genres be those which reflect the students' needs outside the classroom and their goals in literacy development. The teachers may also develop their own examples based on their knowledge of the characteristics schematic structure and the grammatical patterns of the genres if there is no suitable model to give.



c) The third stage is the Joint Construction of Text (JCOT)

JCOT stage is aimed at enabling students to construct a similar text. The emphasis of this stage is that the teacher should prepare diagnostic assessment in order she/he can decide whether the students are ready to move to independent functioning or whether they need to undertake further work at the text modeling or joint construction stage (Feez, 2002:30).

In this case the teacher and the students may discuss together. The discussion shows the students' knowledge and understanding resulting from the text analysis which was carried out in the previous stage. This stage may include the negotiation between the teacher and the students and among students regarding on shared knowledge about the discussed genre.

d) The fourth stage is the Independent Construction of Text (ICOT)

ICOT tasks require students' independence in construction text. According to Feez (2002: 31), the students investigate what they have learnt in this teaching and learning cycle can be related to other text in the same or similar contexts. It is important to note that the genre approach does not advocate that students mindlessly imitate the teacher. Instead, it gives students the opportunity to learn to function at a level beyond that which they could learn to do on their own.

The teacher may continue the task to independent task when a group or pair construction has shown that the students have gained control of the field and the mode. The teacher's rule in this stage is only to provide constructive comment to the students on what further development may be necessary. The problem that may emerge in this stage is how to support students to complete their task independently.

## 2. Cooperative Learning (Group Work)

### a. The Definitions of Cooperative Learning

According to Brown (2001:47), cooperative learning is defined as students work together in pairs and groups, they share information and come to each others' to get helps. They are a "team" whose players must work together in order to achieve goals successfully. Cooperative learning model is the opposite of individual learning. This method can motivate the students who have poor reading skill because the students who have good reading skill will help them to be better in reading.

According to Slavin (1995:2), cooperative learning is a variety of teaching method in which students work in small groups to get helps from one student to another in learning academic content. In cooperative classroom, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding.

The step in promoting successful group work, then, is to select an appropriate task. In other words, choose something that lends itself to the group process. There are some tasks or activities in group work learning, those are: games, role play and simulations, drama, project, interview, brainstorming, information gap, jigsaw, problem solving and decision making, and opinion exchange.

#### b. The Advantages of Cooperative Learning

According to Slavin (1995:49), some of the advantages of cooperative learning besides to get the academic achievement are as follows:

##### 1) Intergroup Relationship

According to Slavin (1995:51), cooperative learning is not only an instructional technique for increasing students' achievement, it is also a way of creating a happy, uniting the different students' idea of different race and ethnic, creating pro-social environment in the class room and throwing the individual competition in the class.

##### 2) Acceptance of Mainstream Academically Handicapped Students.

There is good reason to believe that the structure of the traditional classroom contributes to the expression to negative effect toward low-performing students. Students in almost all classrooms compete with one another for acceptable grades and other rewards. The academically handicapped students will be losing because they

cannot compete with the academically competent students who always to be the winner. The academically handicapped students will feel isolated from the academically competent students because they always do better.

In the cooperative learning, the academically handicapped students will be accepted in the group, every student can contribute into the group. They can share and accept every student's opinion in the group, so that the academically handicapped students can make a meaningful contribution to the success of a cooperative. Here, cooperation is emphasized rather than the competition.

### 3) Self-Esteem

In the big class students still feel afraid to convey and share their opinion in the classroom but in the small group work they become confident to share their opinion to their group mate. This is most important of psychological outcome of cooperative learning method that is they get self-esteem. Students feel that they are valuable and important in their group, students become confident as decision-makers, and ultimately students become happy and productive individuals.

### 4) Liking Classmates and Feeling Liked by Classmates

Cooperative learning increases contact between students, give them a shared basis of similarity (group membership), engaged

them in pleasant activity together, and has them to work toward the same goals.

In the cooperative learning, students like their classmates because they help them to reach the group goal. Their classmates always help them when they get difficulty in learning because their classmates succeed when they also reach the success.

### 3. Jigsaw Technique

#### a. The Definitions of Jigsaw

Cooperative learning or group work method has several activities in the teaching learning. Jigsaw is one of the activities in the cooperative learning. In cooperative learning, students cooperate with their friends to discuss the topic they study but when the students are given to study their own topic, it is the danger because the students tend only to study their own topic and the students do not want to study their friends' topic. Jigsaw is one of activities of cooperative methods which can solve this problem. Slavin (1995:111) says that Jigsaw includes a procedure whereby students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores. So, if the team wants to be successful, the team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

Slavin (1995:122) says that jigsaw is one of the working group or cooperative activities which are applicable in the teaching reading comprehension. It is one type of the simplest method of cooperative learning. It is developed by Elliot Aronson at the University of California. This is the way to give stimulus for the students to be motivated to learn so that they will be able to read better and get better achievement. Teaching reading will be easier because this way asks the students to be active in the class. They will be in the team consisting of various good students and weak students. Every team consist of 5-6 students and they will study together to get better achievement in the form of individual improvement scores after taking the individual quiz. Every member in a team should be responsible for her/his own material to the member of his/her own team.

Mary (1998) says that Jigsaw is one method which makes the independence of group members possible, promotes interaction and cognitive elaboration, takes into consideration, the principle of the multiple perspective and context as well as the construction of common knowledge.

Kagan (2001) writes that Jigsaw is an effective strategy to use when you want to increase student's mastery or a topic at a hand, boost their concept development, enhance targeted discussion among students, and foster group project participation and learning.

The jigsaw technique was first developed in the early 1970s by Elliot Aronson and his student at the University of Texas and the University of California. The Jigsaw classroom was first used in 1971 in Austin, Texas. Since that, hundreds of schools have used the jigsaw classroom with great success.

Jigsaw classroom is a cooperative learning technique that reduces racial conflict among school students, promote better learning, improve students' motivation, and increase enjoyment of the learning experiences.

b. Steps in Implementing Jigsaw Technique in the Classroom:

According to Aronson (1997), the jigsaw classroom is very simple use. These are the steps of jigsaw:

- 1) Dividing students into 5-6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
- 2) Appointing one student from each group as the leader. Initially, this person should be the most mature student in the group.
- 3) Dividing the days' lesson into 5-6 segments. For example, if you want to ask to the students to write a topic about sport, you might divide the topic into stand-alone topic on: 1) badminton, (2) badminton, (3) swimming, (4) volley ball, (5) running.
- 4) Assigning each student to learn one segment, making sure students have direct access only their segment.

- 5) Giving students time to read the topic at least twice and become familiar with the topic.
- 6) From temporary “expert group” by having one student from each jigsaw group join other students assigned to the same segment. Give students to the expert groups time to discuss the main point of their segment and to rehearse the presentation they will make to their jigsaw group.
- 7) Bringing the student back into their jigsaw group.
- 8) Asking each student to present her or his segment to the group. Encourage others in the groups to ask questions for clarification.
- 9) Floating the group, observing the process, if any group is having trouble, (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, its best for the group leader to handle task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
- 10) At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and game but really count.

Based on opinion above, we can conclude jigsaw is model learning technique of cooperative learning, with students learn in small group consist of four or six person, diverse inter gender ethnicity, race and ability, cooperative in positive interdependence and responsible to present the task for each member



## **B. Related Research Studies**

Many researchers have written about the influence of jigsaw technique in improving students' achievement. They all find that jigsaw technique plays great role in improving students' achievement. The only difference is that each of the research uses different variables, methods, and the materials in improving students' achievement.

Utari (2013:47) did action research in improving the students' achievement in speaking learning. This thesis tries to find out whether the jigsaw can improve the student's speaking ability especially in narrative texts in the learning process. The result of this study shows that there is an indication that implementation of teaching speaking by using jigsaw method ran well. By using this technique, the students can improve their speaking ability. Additionally, most of the students agree that jigsaw method is effective, appropriate, and not bored. Based on this research, it is clear that helping students to improve their speaking skill by using jigsaw method is successful.

Another researcher is Suci (2009:35) who writes the thesis related to the jigsaw technique. She attempts to find out whether the implementation of jigsaw is effective or not and whether the post test by using the jigsaw technique is significantly higher than the pre test.

## **C. Conceptual Framework of the Research**

The problems arising in SMPN 3 MLATI are that the students seldom discussed and shared the materials at each other because the reading activity

still depended on the teacher's explanation, e.g. the teacher always stood in front of them to explain the materials whereas the students listened her explanation. The clever students tended to be active but the other students tended to be passive. Those happened because some clever students had enough braveness to ask and share opinion to the teachers but the other students did not. The students still felt afraid to answer the questions from the teacher and they still felt shy to give their opinions to their teacher.

Moreover, there are few teaching methods that taught the students how to read and comprehend a text effectively because in the reading class, teaching and learning processes took more time only in reading the texts and answering some questions related to the texts. So many students were less motivated and felt bored in learning reading English in the classroom. These made the students not learn reading optimally.

Then to solve these problems, the researcher use jigsaw technique in teaching learning in the classroom. It is one of teaching methods that generally centers the students to work in the group actively and they can share opinions, ask and answer the questions to their group mates. By studying in the small groups, the students felt more confident to share and ask their opinion to their group mates.

Considering that jigsaw technique makes the students tend to study their own topic and not learn their friends' topic, then the researcher will use to avoid those problems. Slavin (1995:111) says that in jigsaw technique, students are quizzed on all topics and the quiz scores are averaged to form

team scores. So, if the team wants to be successful, team members should not only accomplish their subtasks but also do a good job of sharing information with their teammates. Jigsaw is one of cooperative learning technique that reduces racial conflict among students, promotes better learning, improve students' motivation, and increase enjoyment of the learning.

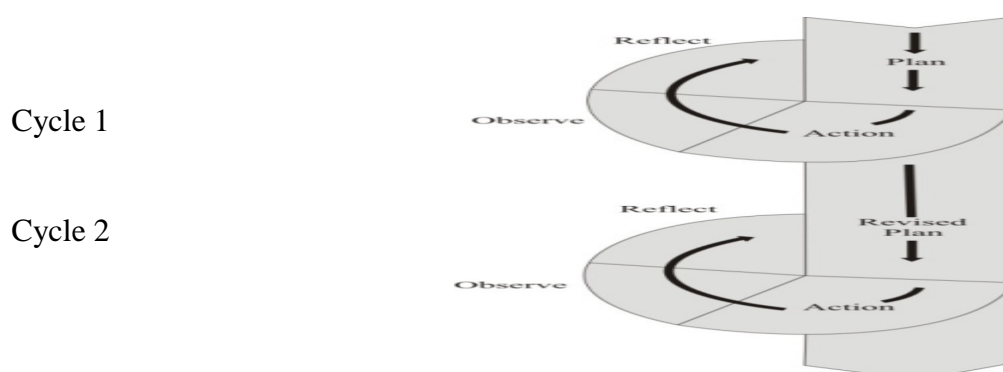
### CHAPTER III

### RESEARCH METHOD

#### A. Design of the Research

This research applied the principles of action research. Action research is a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practice, as well as their understanding of these practices and the situations in which practices are carried out (Kemmis and Mc Taggart in Mc Niff, 1991: 24). As it is done in a certain setting, the researcher should be able to understand the characteristics of the setting on his research.

This research was aimed at improving the students' reading comprehension at SMPN 3 MLATI. This action research was conducted through the process as illustrated in the following diagram.



**Picture 3.1** : Cyclical AR model based on Kemmis and McTaggart (1998)

## **B. Research Setting**

### **1. Place of the Research**

The research was conducted in SMPN 3 MLATI, Sleman, Yogyakarta which is located at Tlogoadi, Mlati, Sleman Yogyakarta, Telepon (0274) 7484734. This school has some school facilities such as, 1 headmaster's office, 1 teacher's office, TU, 1 Bimbingan Konseling's office, there are four classes in grade VII, four classes in grade VIII, four classes in grade IX. They are taught by English teachers graduating from University of Jogjakarta (S1 Degree). One library, one biology laboratory, one computer laboratories, one language laboratory, two science laboratories, one medical room, two canteens, and one mosque. After the researcher observed the class VIIIB, the teacher was still center of learning. There are 35 students in grade VIIIB consisting of 20 female students and 15 male students. The female and male students are separated into two different groups of seat. The English class was scheduled into two sessions in a week. The English lesson book used is English in Focus for grade VIII Junior High School supported with other resources.

### **2. English Teaching and Learning in SMPN 3 MLATI, Sleman, Yogyakarta**

Teaching and learning in SMPN 3 MLATI, Sleman is in line with the School Based Curriculum 2006. The syllabus covers the standard of competence, basic competence, learning material, learning activity, indicator, evaluation, allotted time, and learning sources. The design of the lesson plan is based on the standard competence, the basic competence,

and indicators as covered in the syllabus. The lesson plan also includes learning objective, learning material, and learning method, steps of the learning activity, learning sources, and evaluation.

The English teacher of VIII B is an S1 Degree graduate of University State of Yogyakarta. In the teaching learning process in the classroom, the English teacher focused the students more on speaking and listening skill. She also taught reading skill but she used little variations in teaching reading.

### 3. Time of the Research

The research was held from May to June 2013. The English teaching and learning process were conducted twice a week. The research was carried out during the English class which was held twice a week in each class.

### **C. The Subjects of the Research**

The participants were the researcher in collaboration with all the research members. They are the English teacher, the researcher, the collaborator and the students of grade VIII B SMPN 3 MLATI, Sleman. In the action stage, the subject of the research was the researcher in collaboration with English teacher, and the students of grade VIII B.

### **D. Procedure of Action Research**

The structural steps done referred to the steps suggested by Kemmis and McTaggart (1988) in Burns (1999: 32) that action research occurs through a

dynamic and complementary process, which consists of four essential ‘moments’: of planning, action, observation and reflection.

#### 1. Reconnaissance Stage

To find out information about the real situation of teaching learning process in SMPN 3 MLATI, the researcher did reconnaissance step on May 07<sup>th</sup>, 2013. In the reconnaissance, some activities were conducted. The observation was conducted to watch and notice classroom events closely. Then, she interviewed an English teacher and some students of class VIII B. The interviews with the teacher were conducted to find out the strategies of English teaching and learning. The interviews with the students were conducted to know all their problems and to know their learning strategies. The next day, the researcher administered pre-test. The students were asked to answer 35 multiple choice questions. It was conducted to know the students’ reading comprehending ability.

#### 2. Actions

After doing the observation in the reconnaissance step, the researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the English teacher of grade VIII SMPN 3 MLATI was the partner. The aim of the actions was improving students’ reading comprehension using jigsaw technique in the class VIII B in SMPN 3 MLATI.

### 3. Implementing and Observing

In this step, the action plan was implemented. The researcher was act as the teacher. The teacher and the collaborator was act as the observer. While implementing the action, the researcher also observed that is going on in the classroom to know the problems occur as well as to know the success of the actions. Then, the students and the English teacher were interviewed after the teaching and learning process ended.

To record what has been observed, the researcher made field notes about all events that happen in the classroom. The students' diaries also were collected from each cycle which contains comment from the students after the action was implemented.

### 4. Reflection

Reflection is the evaluation done by the researcher or collaborators. The reflections were carried out collaboratively by discussing the success of the actions as well as problems happened in the classroom during the implementation. At the end of each action, the researcher, the collaborator and the English teacher made reflection about the problem occurred during the implementation. The reflection of the actions indicated the effectiveness of the action research. The actions that were ineffective were changed with the suitable ones, but those that were effective, were used again in the next action.



## **E. Instruments**

A recorder, observation guidelines, notebook to do observation, and interview guidelines as the instruments of collecting the data were used. A camera was used to take pictures when the actions were being implemented. The data obtained was in the forms of field notes, the result of interview transcripts. The pre test and post test were used to support the qualitative data above. Pre test is to find out the students' reading ability and post test to find out the improvement of reading ability.

## **F. Techniques for Collecting Data**

In this research, the collected data was qualitative data which was supported by quantitative data. The result of observations, interview transcripts, and students' diary belong to qualitative data. Meanwhile, the result of pre-test and post test belong to quantitative data. To obtain those data, the researcher used some data collection techniques as follow. Two types of data were collected in this research; those were the qualitative data and the quantitative data.

### **1. Qualitative Data**

In terms of qualitative data, the improvement of students' reading comprehension were supported by the result of students' diaries, students' interviews, teacher interviews and the researcher's field notes.

#### **a. Class observations**

Angwin (1997: 22) states that to know clearly what the researchers are looking for they can observe the class. The class observation was

done to obtain the information that was needed in the next action plan in this research. The researcher noted everything related to the students' behavior in learning reading comprehension, the teacher's actions in the class, the technique which was implemented in the class, and the problem found in the teaching and learning process when the action were being implemented. The class observation was done by both the researcher and the English teacher.

b. Field Note

The field note was used to note the support the data in this research but also it was used to record the teaching learning process related to the weakness and obstacles that was found in the research. In addition, the researcher and the collaborator were able to see and take a note on students' reading comprehension progress in the classroom.

c. Interview

An interview was taken to obtain the data related to the teacher's and students' behavior before, during and after the action. According to Angwin (1997: 21), interviews can be done with the teachers and the students. The interviews in this research were done to clarify their perceptions, to support the teachers in monitoring, and to reflect their practices. These interviews will be done before and after the actions were implemented.

#### d. Photographs Taking

Madya (2006: 86) says that photographs were useful to record important events or to support other recordings. Some pictures were taken while the teaching learning process. The photographs were taken to support the collected data. They were used as a reference to arrange the next action.

### 2. Quantitative Data

In terms of qualitative data, the improvement of students' reading comprehension was supported by the result of students' pre-test and post-test. Angwin (1997: 23) states that it is a good idea for teachers to set work for students who have finished a unit of work to measure their improvement. Regarding this, the test of students' performance was important to know whether there is an improvement or not. The result helped the researcher to plan the next action. There were two tests in this research, those were the pre-test and post-test.

#### a. Pre-test

The pre test and post test were done to support the qualitative data above. Pre test was used to find out the students' reading ability. The researcher conducted the pre-test in the reconnaissance stage.

#### b. Post-test

Post-test was used to find out the improvement of reading ability. The post-test was used at the end of the last cycle.

## **G. Technique of Data Analysis**

The data were collected by observations and interviews. The observations were done to get the data from the teaching-learning process. Then the result was made in the form of field notes. In order to complete the data, the students and the English teacher were interviewed.

## **H. Validity and Reliability**

Anderson (1999: 161-162), states that there are five validity criteria that can ensure data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The five validity criteria were discussed below.

### **1. Democratic validity**

Democratic validity is related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the head master, English teachers, students, and administrators of SMPN 3 MLATI.

### **2. Outcome validity**

Outcome validity is related to the result of the actions that will be successful within the research context. In this research the outcome validity were related to the improvement of students' reading comprehension under the use of jigsaw technique.

### **3. Process validity**

Process validity means that actions that will be done in the research are believable (Burns, in Madya 1999: 162). To get the process validity,

by doing observation, interviewing the research members and making field note during the research ran will be collected. The researcher noted and recorded anything that happened in the teaching learning process of the grade eight students at SMPN 3 MLATI. In this research, the processes were done in two cycles and in each cycle consisted of planning, actions observation, and reflection steps. The processes were involved some different data sources and were followed by some evidence that shows the processes were believable.

#### 4. Catalytic validity

The catalytic validity was measured through the cycle of the action plans, implementation and its observation, and reflection that were done at the second grade students of SMPN 3 MLATI. Catalytic validity is related to the teacher's understanding about the factors which obstructs facilitate the reading teaching learning. In this research, the students' behavior changes occuring during and after the actions done will be identified.

#### 5. Dialogic validity

Dialogic validity means that the stakeholders could participate in the process of the research. To get the dialogic validity, the peer review was done in action research. It means dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with 'critical friends' or other practitioner researchers who can act as 'devil's advocates'.

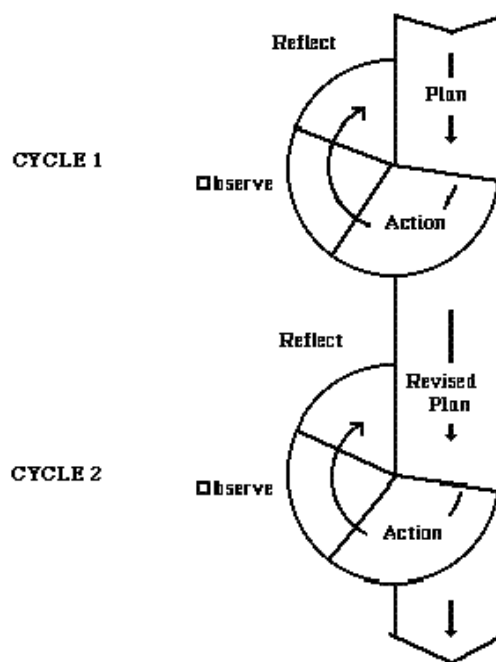
To enhance the trustworthiness of the data and the objectivity in analyzing the data, triangulation was used. Burns states that triangulation is a way of arguing that if different methods of investigation produce the same result then the data is likely to be valid. Furthermore, Burn (1999:164) proposes four forms of triangulation; they are a) time triangulation, b) space triangulation, c) investigator triangulation and d) theoretical triangulation. The four forms were chosen in her research to analyze the data. They are time triangulation, space triangulation, investigator triangulation and theoretical triangulation. Time triangulation means that data is collected at one point in time or over a period of time to get a sense of what factors will be involved in the change process. Here, the researcher collected more than one period in the class. The data was collected at seven meetings. Space triangulation means the data is collected across different subgroups of people to avoid the limitation of studies conducted within one group. The researcher will concern 35 students in the class to get the data. And the data was collected not only one groups but also seven groups. Investigator triangulation means more than one observer was involved in the same research setting to avoid the biased interpretation. Theoretical means data is analyzed from more than one perspective. The data was analyzed based on more than one theoretical review in interpreting the data.

## CHAPTER IV

### THE RESEARCH PROCESS, FINDINGS AND DISCUSSION

#### A. The Sharpening of the Problems

To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and McTaggart (Depdikbud, 1999: 6) is presented as follows:



**Picture 3.1.** Steps in Action Research

It is important to review what the researcher and the collaborator observed in the first meeting as well as to take a look at the pre-test result and interview in the first meeting before the researcher goes further to talk about the problems. The purpose of the research was to improve the process of teaching-learning reading of grade VIII in SMP N 3 Mlati. To improve the process of

reading teaching learning, the researcher focused on employing the jigsaw technique in the process of reading teaching learning.

## **B. Research Procedures and Findings**

### **1. Reconnaissance**

The researcher observed the teaching and learning process on 7 may 2013 to find the problems concerning the English teaching and learning process of class VIIIB of SMP N 3 Mlati. To get some input related to English teaching and learning process, the english teacher and the students were interviewed. The research process began with the formulation of the identified problems in the field. Then, the researcher identified some problems which occurred in the process of teaching-learning reading in class VIIIB. In identifying the field problems, the researcher observed the classroom activity.

The researcher observed the classroom to get the descriptions of the reading teaching and learning process while conducting the interview aims to know deeply about the students and teacher problems in teaching and learning English in the classroom. After conducting observation and interview the researcher found some problems in the teaching and learning process. All the problems were presented in table below.

**Table 4.1 Identification of the field problem**

No.	Problems
1.	The students were passive and got bored in reading activity.



2.	When the teacher came into the classroom, the students were still busy doing something else.
3.	Some students found difficulties to comprehend the narrative text given by the teacher.
4.	The students in the back row of the class talked to each other while the teaching and learning activity was still going on.
5.	Some students were afraid to raise their hand to answer the teacher's questions.
6.	Some students had low motivation. It was seen when they were asked to read the text, they did another homework.
7.	The students did not bring dictionaries to help them understand the new English words in the text.
8.	The teacher was rare to use variation in teaching English reading.
9.	The teacher used only one source of teaching materials (English in Focus).
10.	The students felt embarrassed and afraid when they wanted to share their opinion or when they wanted to ask the teacher about the lesson.
11.	The students played their mobile phones when the teaching learning English was still running.

The field problems that would be solved are presented below.

Based on table 1 the researcher proposed some action which were believed to be able to overcome the problems occurring in the field.

1. Using Jigsaw technique to improve the students' comprehension and motivation.
2. Applying jigsaw technique in the form of quiz

The use of quiz was intended to make the students more interested in reading comprehension helped by the researcher and collaborator.

- a. Giving points as a reward for the groups and individuals who are active in the process of teaching reading and learning process.
- b. Reducing points as punishment for the groups and individuals who disturb the process of teaching reading.

## 2. Planning the Actions to Overcome the Problems

In determining the actions to overcome the problems, the researcher combined the collected data from the result of observations, interviews, and the teacher's suggestion. As suggested by the teacher, the researcher should make some actions plans to overcome the field problems. The actions were intended to overcome the problems of the students who had difficulty in understanding narrative texts, the students who usually talked with their friends and made noise, the students who seemed lazy to study in the reading activity, and the students who were not brave to share opinions and ask questions to the teacher. The actions planned were as follows:

- 1. Using power point in the form of slide shows to explain the topic of the lesson,
- 2. Using jigsaw technique in the teaching and learning of reading narrative text,
- 3. Using interesting quizzes in checking the students' understanding about the text, and
- 4. Employing the stages of English reading teaching learning using text based syllabus design.

The use of jigsaw technique can improve students' reading desire which have been explored in the previous section. The students' interest to learn a second language is influenced by how the teacher taught them in the classroom. So, if the teacher wants to improve students' language mastery, teacher must be aware of the students' feeling and must create a supporting learning atmosphere in the classroom. In teaching reading, the teacher should motivate the students to read actively. If the students are interested in the way the teacher teaches them, they will be motivated to read. A high motivation to practice reading will improve their reading comprehension. Slavin (1995:122) says that jigsaw can give stimulus for the students to be motivated to learn so that they will be able to read better and get better achievement.

After the researcher used jigsaw technique, teaching and learning reading became easier and helpful for the students because by using this technique the researcher asked the students to be active in the class and help the slow student. The students who were in the team consisting of the good and the weak students could help each other. The fast students could help the slow students to comprehend the reading text cooperatively.

This technique could also help the slow students increase their confidence who were still afraid to answer the questions from the teacher and still felt shy to give their opinions when they were asked by the teacher. By using this technique, the slow students became more confident

to study the reading text, to share and to ask the questions to their group mates.

By using this jigsaw technique, the students were not bored with the teaching and learning reading in the class compared with the teaching and learning in the previous meeting with their teacher. The teaching and learning reading was monotonous. The teacher in the front of the class only asked the students to read the texts in the course book and asked the students to do the exercises from the course book.

Considering that working in groups made the students tend to study their own topic and not learn their friends' topic, the researcher used the quiz to avoid that problem. In this quiz, the students were asked about all topics studied by them and the quiz scores were gained to form the team scores. All jigsaw groups wanted to be the winner, then team members did not only accomplish their subtasks but they also did a good job of sharing information with their team mates in order that all members could answer all questions. This quiz could make all members of the jigsaw groups do the best for their team by trying to answer all questions to get the higher scores and to be the winner.

The researcher made an interesting quiz. She showed it to the students by using projector in the class. This quiz made the students not feel bored and sleepy because all students were interested to show their ability in comprehending the text by answering all the researcher's questions. They were also enthusiastic to do the quiz because they never

got it before from their English teacher. As Aronson (1997:3) says that the quiz not only can check the students' comprehensions in reading texts but also can make the students quickly come to realize that these sessions are not just fun.

Considering that the students did not pay attention to the teacher's explanation and they were bored when they were listening to her explanation in front of the class using text book and white board, the researcher used power point in explaining the materials to the students before she conducted the jigsaw technique in reading activity in class. She chose to use this media because she could add interesting pictures and background in the power point and because their teacher seldom used the power point when she was explaining the materials to them. After the researcher used power point in explaining the materials, the students were more interested in her explanation than they listened their teacher explanation in front of the class using the course book and white board.

The English teacher suggested that the actions above should be conducted based on the curriculum applied in the school. She showed the materials used for the English subject. After that, she asked the researcher to select the materials and the suitable theme. Because the materials in this research were to teach the students about the narrative text, the researcher proposed the lesson plan using the text based on the syllabus in employing the stages of English teaching-learning in teaching and learning process of reading. The text-based syllabus was appropriate in teaching the text type

because there were some stages the researcher that could be used in helping the students comprehend the text. Those stages are BKOF, MOT, JCOT and ICOT. Then, the teacher agreed with the researcher's planning.

### 3. The Relationship between the Field Problems and the Actions

The following table shows which field problems can be solved with the actions that have been designed by the researcher.

**Table 4.2 Relationship between the Field Problems and the Action**

Field Problems	Actions
1. The teacher used only one source of teaching materials ( <i>English in Focus</i> ).	1. Using learning student center to teach student and using power point in the form of slides show to explain the topic of the lesson
1. The students were passive and got bored in reading activity 2. Some students found difficulties to comprehend the text 3. The students in the back row of the class talked to each other while the teaching and learning activity was still going on. 4. Some students had low motivation because it was seen when they were asked to read the text, they did another homework. 5. The students lack vocabulary. 6. The teacher rare to use variation in teaching	2. Using jigsaw technique in teaching learning reading of narrative text

<p>English reading.</p> <p>7. The teacher used only one source of teaching materials (English in Focus).</p> <p>8. The students felt embarrassed and afraid when they wanted to share their opinion or when they wanted to ask the teacher about the lesson.</p> <p>9. The students played their mobile phone when the teaching learning English was still running</p> <p>10. The students felt shy and afraid when they wanted to share their opinion or when they wanted to ask the teacher about the lesson</p>	
<p>11. The students did not look excited when learning process begin.</p> <p>12. The students felt sleepy because the teaching learning English was only listening to the teacher's explanation in the front of the class.</p>	<p>3. Using interesting quiz in checking the students' understanding about the text.</p>

The interviews and observations were conducted on 7 May 2013.

Then, the descriptions of the reading teaching and learning process can be seen in vignette as follows.

Place : VIII B

Date : 7 May 2013

Time : 06.45 – 08.15

The class condition was very noisy before the researcher and the teacher entered the class. Then, they kept silent when the teacher and the

researcher entered the class. They looked so confused with the researcher's arrival. Most of the students said "Miss Ika...Miss Ika". The teacher greeted the students, "Good morning, students". The students answered calmly and lazily, "Good morning, Ma'am. The teacher, next introduced the researcher, "Students, today I am accompanied by my guess, she is a beautiful girl from UNY Mrs. Ika Kusriani". Do you still remember Miss Ika? And they answered "yes mom of course".

The teacher said to the students that she came in the class only to observe the teaching and learning process and during she was here, she would take the photograph, take note and interview you all. So the students, you should not be worry, she would not disturb the students. The students answered "yes Ma'am".

The teacher asked whether the students have got the materials about narrative text. Some students sitting in the front answered "yes, we have, Ma'am", while those sitting in the back still chatted with their friends. The teacher explained briefly what the narrative text is and she asked the students to open the course book "English in Focus" and asked the students to read the example of the narrative text for about 10 minutes. Unfortunately, the researcher saw that some students did not bring the course book, so they joined to their friends to read the text in the course book. The researcher observed that some students sitting in the back row did not read the text seriously and chatted with their friend, some student were busy with their a mobile phone meanwhile the students sitting in the



front row read the text from the course book seriously from. The teacher did not know the condition in the back because she never moved to the back row of the class. She only said, "don't make noise, please read your text" to the students who made noise.

After the students finished reading the text from the book, the teacher asked the students to do the exercises above the text in the course book, they were allowed to open the dictionary. Unfortunately, some students did not bring it. So, some students did not do the exercise seriously. She saw some of them were sleepy in the class. After the student finished doing the exercises, the teacher asked the students who could answer the questions to write the answers in the white board. Some students wrote their answers in the white board meanwhile some students in the back row were still quiet. Then, the teacher asked one by one the students in the back row to answer the questions from the book. Some students answered the questions but some of them could not answer and they said "I can't answer, Ma'am" and some of them were quiet. When the student did not answer the questions, she chose another to answer the questions.

After finishing doing the exercises, the teacher discussed the exercises and explained about the narrative text, generic structure and the content of the text which the students read. At 08.45 a.m., the bell rang and the lesson finished.

After the researcher did the observations in the class, she found many problems in the process of English teaching and learning in class VIIIB written in the vignette above. Those problems made the teaching and learning not run well e. g., most of the students sitting in the back of the class did not pay attention to the teacher's explanation. For example, they made noise by chatting with their friends sitting next to them, some students were also busy with their mobile phones, and some of them were sleepy when the teacher was explaining the lesson in front of the class. Only some students sitting in the front row paid attention to the teacher's explanation by responding to the teacher's explanation. The process of English teaching and learning situation is presented in the following field note.

*Ada beberapa Ss yang nampak sakit dan tampak mengantuk di belakang, ada beberapa yang ribut sendiri dibelakang, dan ada beberapa yang menggambar, saat ET sedang menjelaskan materi. (There are some students looking sick and some students sitting in the back were sleepy, some of them made noise, and some of them were busy with their drawing)*

To find out deeply about the problems in the class VIIIB, to find out why the students did not pay attention to the teacher's explanation and to support the researcher's observation, the researcher conducted the interview to the students of VIIIB. The following were some excerpts of the interview transcripts between the researcher (R) and student named

Gani (G), Mutiara (M) and Hepy (H). Gani and Mutiara said that they did not pay attention to the teacher's explanation because the reading activity was not interesting for them and they were bored with the reading activity in the class. Meanwhile, Hepy said that she was sleepy in the class because she did not like the reading class.

*R : Tadi saya amati kenapa Gani kok tidak memperhatikan bu Sumiyati ngajar malah ramai sendiri? (I observed you, why didn't you pay attention to your teacher by chatting with your friends when she was teaching in the front?)*

*G : Maaf Miss, bosen banget tadi. (I'm sorry Miss, I was bored).*

*(Appendix 1, Field Notes 3, Paragraph 7)*

*R : Kalau Mutiara kenapa tadi tadi tidak memperhatikan ibu Sumiyati malah maenan hp sendiri? (Why didn't you pay attention to Ibu Sumiyati' explanation and you were busy with your mobile phone?)*

*M : Saya juga bosen pas pelajaran reading. (I was bored with the reading class)*

*(Appendix 1, Field Notes 3, Paragraph 7)*

*R : Oh ya dek, tadi kamu sakit?(Were you sick?)*

*H : He,he tidak juga sih Miss Saya cuma ngantuk dikit soalnya kalau pas kelas reading saya gak begitu suka. (No, I was not. I was only sleepy because I did not like the reading class)*

*(Appendix 1, Field Notes 3, Paragraph 7)*

The researcher also observed that when the English teacher asked the students to do the tasks from the course book, the students sitting in the front row seriously did the tasks but some students sitting in the back row still made noise. The teacher actually let the students open their dictionaries when they got the difficult words that they did not know the meaning. Unfortunately, some of the students did not bring it. So, some students borrowed the dictionary from their friends and this condition

made the class noisy. The process of English teaching and learning situation can be seen in the following field note.

*Tapi sayangnya ada beberapa siswa yang tidak membawa kamus sehingga mereka saling pinjam dengan teman temannya dan hal ini membuat kelas agak sedikit ramai. (Unfortunately, some students did not bring the dictionary so that they borrowed each other with their friends and this condition made the class become noisy).*

*(Appendix 1, Field Notes 3, Paragraph 8)*

In her observations, the researcher also found another problem in teaching learning process in class VIIIB. After the students finished reading and doing the exercises from the book, the teacher asked the students who finished doing exercises to answer her questions. But many students sitting in the back row were quiet, they did not answer her questions and some of them answered hesitantly. When the students kept silent and did not answer her questions, she continued designating the other students to answer her questions. The activity can be seen in the field note below.

*Banyak Ss yang duduk di belakang hanya diam, tidak menjawab dan sebagian menjawab dengan nada ragu ragu saat di tunjuk oleh ET untuk menjawab. Ketika Ss diam dan tidak menjawab, ET melanjutkan dengan menunjuk Ss yang lain untuk menjawab pertanyaan ET. (Many students sitting in the back row were quiet, they did not answer the questions, and some students answered hesitantly. When the students did not answer, the teacher continued designating the other students to answer her questions.)*

To support the field note above and to find out why the students kept silent and did not answer the teacher's question, the researcher interviewed the students. The following is Gani's answer after the

researcher asked him why he did not answer Mrs. Sumiyati' question and why he was only quiet.

*He,he, takut salah jawab,,nanti teman-teman pada nyorakin saya. (I was afraid if I answered the questions wrongly, my friends would laugh at me.)*

*(Appendix 1, Field Notes 3, Paragraph 8)*

The following is Mutiara's response after the researcher asked her why she did not answer Mrs. Sumiyati' question. She said that she was also afraid if she answered the questions wrongly, her friends would laugh to her.

*Sama miss, lagian tadi dah di jawab yang di depan kok, jadi kan aku dah ada yang mewakilin,,he,he (Me too, Miss. Moreover, the questions had already been answered by my friends, so I didn't need to answer it because someone had represented me to answer it.)*

*(Appendix 1, Field Notes 3, Paragraph 8)*

From the interview transcript above, the researcher got information from Gani and Mutiara that they did not answer Mrs. Sumiyati' question because they were afraid when they answered her questions wrongly, their classmate laughed him. Mutiara also added that she still kept quiet and did not answer Mrs. Sumiyati' question because there were other students who always represented her to answer her questions. So she felt safe and did not need to answer her questions.

Then, the researcher asked Gani and Mutiara why they did not ask her teacher when they got the difficult questions that they did not understand. Gani said to her that his problem was that he was still shy and afraid to share or to ask the questions to the teacher because his friends often laughed at him when he shared his opinions. The following is

Gani's answer after the researcher asked him why he did not ask to his teacher when he did not know the answer or got the difficulty in doing the exercises.

*Wah tidak Miss, masih takut and malu kalau tanya ke guru. Karena temen temen nyorakin saya kalau pertanyaan saya terlalu mudah menurut mereka atau kalau saya jawab salah, mereka pasti menertawain saya.* (The problem was I was still shy and afraid to share or to ask the questions to the teacher because my friends often laughed at me and when I shared opinion and answered the questions wrongly, they also laughed at me).

*(Appendix 1, Field Notes 3, Paragraph 8)*

When the researcher observed the class, she saw that some students did not pay attention to the teacher's explanation in front of the class and they were busy with the other homework. The activity can be seen in the field note below.

*.....,hanya dua orang yang duduk di depan yang terus menjawab, sementara yang lain diam dan bahkan R mengamati Ss yang duduk di belakang sibuk mengerjakan PR pelajaran lain selain bahasa inggris.(.....,only two students sitting in the front row kept answering, while the others were quiet and even the students sitting in the back row were busy to do their homework and it was not English subject).*

*(Appendix 1, Field Notes 3, Paragraph 9)*

Then, to know the problems more deeply and to find the reason for the condition happened, the researcher interviewed some students. One of the students said that he did not pay attention to Mrs. Sumiyati's explanation in reading class because he was busy with his mathematics homework. He said that Mrs. Sumiyati would not know about this and he had known in the previous meetings that the reading class activity was only reading the text, doing the exercises from the book, and answering

her questions. That activity made the reading activity monotonous and it made him bored. The following is one of the interview transcripts between the researcher (R), and Danang (D).

*R : Ayo Danang, kenapa tadi malah ngerjain PR matematika, kan kamu lagi pelajaran bahasa inggris. (Danang, why did you do mathematics homework when the English lesson was still running?)*

*D : Maaf Miss, tadi saya mengerjakan PR matematika karena PR sulit. (I'm sorry Miss, I did mathematics homework because it was difficult).*

*(Appendix 1, Field Notes 3, Paragraph 9)*

Since the focus of the study was on the use of jigsaw technique to improve the students' reading comprehension. Then, the problems related to the process of teaching and learning in reading especially in reading narrative texts were solved first.

**Table 4.3 The Problems Related to the Teaching-Learning Process in Reading**

No	Problems
1	Some students often made noise (e.g. talked to their friends) without paying attention to what the teacher said.
2	Some students were afraid to be pointed out to answer the teacher's questions.
3	The students felt embarrassed and afraid when they wanted to share their opinion or when they wanted to ask the teacher about the lesson.
4	The students had difficulties in pronouncing English words.
5	Some students felt difficult in answering the teacher's questions.
6	The students had difficulties in understanding the meaning of the words or some sentences.
7	The student had low motivation
8	The students lacked vocabulary mastery.
9	The students did not excite during the lesson.
10	The students felt sleepy because the teaching learning English was often listening to the teacher's explanation in the front of the class.

11	The teacher used only one source of teaching materials ( <i>English in Focus</i> ).
12	The teacher lacked variation in teaching English reading.

### C. The Report of Cycle 1

#### 1. Planning

In this phase, the researcher and the collaborator planned a set of actions which would be implemented in the teaching and learning process. The researcher and the collaborator working on generating main ideas, topic and finding the detail information. The text used was a narrative text.

The actions plan included some activities, which were addressed to overcome the problems. Three actions planned above were implemented in the teaching and learning of reading using the text-based syllabus. Those actions were implemented based on the time that had been scheduled. The implementations of the three actions were on May 16, 21, 22 and 23 2013.

The focus of the action in this cycle was to improve the students' reading skill. The researcher applied jigsaw technique in order to improve students' reading skill especially in reading the narrative texts. The researcher used this technique as a part of the English teaching learning process. In the first meeting, the texts used were 1). Greedy King, 2) Rabbit and Crocodile 3) The Old Grandfather and His Grandson, and) Mouse and Frog. In the second meeting, the texts used were still the same text. And in the third meeting, the texts used were 1) A fox and a goat, 2) Jaka Tarub, 3) Why Do Hawks Hunt Chick, 4) Snow White and 5) A plan to Kill the Snake. And the fourth meeting, the texts used were still the



same texts. There were four meetings in this cycle. In each meeting, the researcher applied jigsaw technique. In the first meeting, the researcher used jigsaw technique in the last of the lesson. Meanwhile, in the second, the third and the fourth meeting, the researcher used jigsaw technique in the beginning until the last of the lesson to comprehend the narrative text. In reference to the problems that had been found. The researcher and the English teacher hoped that the first cycle could change the reading teaching and learning process so they could implement some action into the following conditions:

- a. the students could improve their reading comprehension,
- b. the students became active in reading class activity, and
- c. the students had high motivation in joining the class.

The researcher designed some steps in employing the stages of English teaching learning process of reading to solve the problems related to reading comprehension above; those are:

- a. Using power point in the form of slide shows in explaining and exploring the narrative text in BKOF and MOT stages,
- b. Using jigsaw technique to studying the narrative texts in JCOT stage, and
- c. Using interesting quiz in checking students' understanding about the text in ICOT stage.

## 2. Action and Observation in Cycle 1

Based on the planning that had been agreed, the researcher and the English teacher divided Cycle 1 into four meetings. The first meeting was on 16 May 2013, the second meeting was on 21 May, the third meeting was on 21 May and the fourth was on 23 May 2013. During the English teaching learning process in the classroom, the English teacher and the collaborator observed the implementation of the actions. It was the researcher who did the actions.

a. Meeting 1

- 1) Using power point in the form of slide shows to explain and to explore narrative texts in BKOF and MOT stages

In the first meeting, the researcher acted as the teacher and the English teacher and collaborator acted as the observer. The teacher started the class by greeting the students and checking students' attendance list. Then, she started to conduct questions and answers activities to the students. She tried to brainstorm the students' background knowledge by providing some questions related to the material that they would learn. She encouraged the students to use the background of the knowledge they have already known, such as knowledge that they had got before in daily life related to the knowledge of their English subject at school. The activity above is described in the summary of the following field note below.

*R bertanya pada Ss tentang semua yang berhubungan dengan teks narrative. R menanyakan pengertian text narrative, apa saja generic structurenya dan juga apa saja contoh-contohnya. (The*

researcher asked about the definition of narrative text, the kind of and the examples of narrative texts.)

*(Appendix 1, Field Notes 4, Paragraph 3)*

After the questions and answers activities were conducted to build the students' knowledge, the researcher asked the students to pay attention to her. She switched the notebook and the projector on, showing the materials in the slide show using power point and explaining the students the definition, the examples and the generic structure of the narrative text. To make the explanation clearer, the researcher gave the students a text which was shown in the slide show. Then, she explained about the content of the text and introduced the parts of the narrative text such as orientation, complication, and resolution. After explaining the materials, she conducted the questions-answer activity for the students. She observed that only some students sitting in the front who responded and answered the questions from her.

Generally, these activities did not run well. The researcher saw that when she explained in front of the class by using power point, they did not pay attention and did not listen to her explanation. It could be seen from the observation result that the students sitting in the back row made noise by chatting with their friends sitting next to them. The activity above is described in the following field note.

*R mengamati selama R menjelaskan di depan kelas dengan menggunakan power point, terlihat anak anak sedikit ramai sedikit di belakang dengan mengobrol sendiri sendiri dengan teman sebangkunya. Hanya terlihat sebagian Ss yang duduk di depan*

*tampak serius mendengarkan penjelasan dari R.*(The researcher saw that while she explained the materials by using power point, the students sitting in the back row of the class made noise by chatting with their friends sitting next to them. Only the students sitting in the front row listened to his explanation seriously)

*(Appendix 1, Field Notes 4, Paragraph 4 )*

To support the researcher's observation, she interviewed some students in the class to ensure that what she saw really happened in the class and to know why the students did not pay attention to her explanation. This is one of the interview transcripts between the researcher and the student named Danang (D). He said that he did not pay attention to her explanation because his friends always invited him to talk about the other subject.

*R : Saya perhatikan kamu kok tidak memperhatikan saya malah ramai sendiri dengan teman- temanmu dibelakang waktu saya menjelaskan materi?* (I saw that you made noise by chatting with your friends in the back row when I was explaining the materials. Is it true?)

*D : He he iya miss, maaf ya miss, soalnya tadi Aziz tanya terus ke saya soal PR MTK* (Yes Miss, I am sorry, because Aziz always asked about mathematics homework.)

*(Appendix 1, Field Notes 4, Paragraph 4)*

The following interview is the interview between the researcher and one of the students named Danar. He said that he chatted with his friend and made noise because he was not interested in his explanation in front of the class.

*R : Kalau kamu kenapa Danar, kok kamu ngrobrol sendiri tadi waktu saya menjelaskan materi?* (Danar, Why did you chat with your friends when I was explaining the materials?)

*D : Terus terang miss kalau pas pelajarannya cuma menjelaskan materi aja di depan kelas dengan power point kurang menarik miss.*

(Frankly, it was not interesting when the lesson was only explaining the materials using the power point).

*(Appendix 1, Field Notes 4, Paragraph 4)*

2) Using jigsaw technique to studying the narrative texts in JCOT stage

Seeing that only some students sitting in the front row listened to the researcher's explanation whereas some students in the back row chatted each other, she asked the students again to listen to her explanation. They were silent for a moment, and then she asked the students whether they wanted to study English differently and interestingly. They answered loudly about her question. Looking that the students were very enthusiastic, she explained what jigsaw technique is and how to apply it in the class.

The researcher asked some students to make seven jigsaw groups and every jigsaw group consisted of five students. She asked students to choose their partners by themselves in order that they could make the jigsaw group quickly. She also asked some students to help her attach the names of the expert groups and put the names of the jigsaw groups on the tables. There were seven names of the jigsaw groups, e.g., The Crocodiles, The Snakes, The Buffalos, The Cats, The Fishs, The Rabbits and The Lions. There were also five names of the expert groups, e.g., Text A, Text B, Text C, and Text D. After the media were set, she asked the students to join in the

jigsaw groups. In the first meeting, she gave five narrative texts with no title to every jigsaw group. The researcher only wrote with Text A, Text B, Text C, Text D and Text E to replace the title of the text and she asked the students to discuss and to find the title or topic of all texts.

No students knew the title of those narrative texts before they discussed those texts in the expert and jigsaw groups except the researcher. After all the jigsaw groups got five narrative texts, she asked the students or the members of every jigsaw group to choose one text. So every student of each jigsaw group chose and read different text. After reading their texts, the students who had the same text joined in the expert group to discuss their narrative texts. For example, the student who got and read the Text A moved and joined in the expert group named “Text A “. The students who got and read Text B moved and joined in the expert group named “Text B”, etc.

To make the students more motivated to read the text, the researcher told the students that in the end of the section, she would give the students quiz and anyone who answered her questions, the students would get the point. Then, she gave the students time to read, and she asked them to identify the generic structure from the text. After they finished doing it, she asked the students who had the text with the same title to join in the same expert group. In the expert group,

she asked them to discuss each other with their friends about what the text told about. Then, when they had understood about the text, they were asked to find and decide the title, the topic, and main idea of the text. After they finished discussing in the expert group she asked the students to go back to their jigsaw group and asked them to present to their friends in the jigsaw group what they had got from the expert group.

The process of teaching learning reading using jigsaw technique ran well because the students were very enthusiastic and interested in joining the reading class. The students were enthusiastic in joining the reading class. It could be seen from his observation that they were active in the learning process of reading class both in the jigsaw and in the expert group activities. In the expert groups, they were active to share, discuss and to ask each other about the text they read. In the jigsaw group, they all were active to present what they learnt and discussed from the expert groups. No students were passive, quiet and sleepy in the class. This activity can be seen in the following field note

*R mengamati di group ahli Ss bersemangat berdiskusi dengan teman temannya di grup ahli. R juga mengamati Ss saling mempresentasikan isi textnya masing masing secara bergantian di grup jigsaw. R melihat Ss tidak ada yang diam, mereka semua aktif mempresentasikan di groupnya masing masing.* (The researcher saw that the students were active in discussing the text with their friends. And in the jigsaw group, she also saw that they all presented their text each other to their friends in turn. She saw that no students were quiet and passive, they all presented their topic in their jigsaw group).

(Appendix 1, Field Notes 4, Paragraph 9)

After finishing teaching in the class, the researcher conducted interview some students and the English teacher to support her observation. She interviewed them in the class to know more deeply whether the students were really enthusiastic and interested in joining the reading activity or not. This is one of English teacher's responses in the form of interview transcript.

*Metode yang menarik ,nanti saya dikasi soft copy rpp nya yaa dan sebelumnya memang saya belum pernah menerapkan metode itu ke sekolah ini. Dengan teknik ini, anak anak lebih tertarik dan antusias untuk mengikuti kelas reading karena mereka jadi aktif membaca, berdiskusi dan mempresentasikan textnya dengan teman teman satu grupny. (Your teaching technique was interesting, please give your soft copy of your lesson plan and I have never used it before in this school. By using this technique, the students were enthusiastic in joining the reading class. They became active in reading, discussing and presenting their text with their friends.)*

(Appendix 1, Field Notes 4, Paragraph 9)

To support the previous data showing that the students were interested in joining the reading class by using jigsaw, the researcher also interviewed some students in the class. The following is the interview between the researcher (R) and one of the students named Meli (M). She said that she like the reading class by using jigsaw technique because the reading class was interesting for her.

*R : O.k dek Meli. Saya mau tanya nih? Menurut kalian pembelajaran bahasa inggris tadi yang saya ajarkan dengan teknik jigsaw tadi gimana? (What do you think about the teaching and learning using jigsaw?)*

*M : Bagus miss, saya senang, ini menarik. (It was good and interesting, miss).*



(Appendix 1, Field Notes 4, Paragraph 9)

3) Using the interesting quiz in checking students' understanding in ICOT stage

In the last section, to check the students' understanding and to make the teaching learning process more interesting, the researcher gave a quiz for all students in all jigsaw groups. Before the researcher conducted the quiz, she conveyed two rules for this quiz. The first rule was that every student who raised his or her hand first had a chance to answer the researcher's question. The second rule was that every student who could answer the researcher's question correctly was given score 10 points.

The kind of the questions in this meeting was an essay. All questions in the quiz were related to all the topics studied by the students in the jigsaw group. From the observations that were done by the researcher, she could see that the students were very interested and happy in doing this quiz because they fought each other to answer her questions. This activity can be seen in the following field note.

*R mengamati bahwa Ss sangat senang dengan quiz dan kompetisi antar group jigsaw yang diberikan oleh R. Ini bisa dilihat Ss saling berebut mengacungkan jari dan menjawab pertanyaan dari R. (The researcher observed that the students were happy with the quiz and competition between the jigsaw group which was given by her. It could be seen from the students who fought each other to answer her questions)*

(Appendix 1, Field Notes 4, Paragraph 11)

The researcher also interviewed some students to support the previous data from the field note above. The following data is the supporting data which showed that one of the students was happy and interested in doing the quiz. This is Vio's response after the researcher asked him about his opinion of learning English by using jigsaw technique. He said that he liked the reading class by using jigsaw technique and it was interesting for him.

*Menarik miss, saya suka mengikuti kuis itu selain dapat hadiah dengan kuis dapat termotivasi, apalagi pas sesi tanya jawab di sesi quiz tadi, semua group berkompetisi untuk meraih nilai.*(It was interesting Miss, I liked it and I was happy to do that quiz. All group competed to get the points)

*(Appendix 1, Field Notes 4, Paragraph 11)*

Although the researcher succeeded to hold the quiz and the students were very happy to do the quiz, in the first meeting the researcher got problem in conducting the quiz. Many students did not feel satisfied and they protested to her because they felt that they raised their hand first but they were not designated by her to answer the questions. These problems made the teaching and learning did not run well. This activity can be seen in the following field note.

*R mendapat 2 masalah yang serius dalam quiz ini, pertama kelas terlihat sangat ramai sekali karena Ss saling berebut untuk menjawab pertanyaan pertanyaan dari R, Kedua, banyak siswa yang tidak puas dan protes karena siswa merasa mengangkat tangan terlebih dahulu tapi tidak ditunjuk oleh R untuk menjawab. Sebaliknya R menunjuk siswa lain dari grup lain untuk menjawab.*(The researcher got two serious problems in this quiz. First, the class' condition was very noisy because the students fought each other to answer her questions. Second, many students did not feel satisfied and they protested to her because they felt that they raised their hand first but they were not designated by her to

answer the questions. On the contrary, she designated the other students from the other jigsaw group to answer her questions).

*(Appendix 1, Field Notes 4, Paragraph 11)*

The researcher also conducted the interview to some students in the class. This is one of the students' responses after the researcher asked him about the quiz. This student named Danar (D). He said that the quiz made the class condition noisy.

*Asyik sih miss kalau menurutku, tapi malah bikin kisruh miss tadi, kedengeran dari luar tadi gaduh banget nih kelas waktu quiz tadi.* (It was interesting, Miss. However, it made the class become noisy)

*(Appendix 1, Field Notes 4, Paragraph 11)*

The following are the students' responses in the form of interview transcript. They are Beta (B) and Dewi (D). They protested to the researcher that she did not designate them although they raised their hand first to answer his questions.

*B : Ya pas quiz aja sih tadi kalah dari group lain. Sebenarnya tadi saya ama temen2 bisa jawab pertanyaan dari miss ika tadi, cuma kan kita kalah cepat terus buat jawab miss, jadinya group lain deh yang jawab terus.* (Yeah, we lost in the quiz section. Actually, my group mates and I could answer your questions but the problem was that the members of the other group answered the questions fast while we could not do this).

*D : Iya betul tuh miss, masak tadi saya sudah acungkan tangan terus, tapi miss Ika nunjuknya malah orang lain.* (That was true Miss. I raised my hand first but you designated the other students).

*(Appendix 1, Field Notes 4, Paragraph 11)*

## b. Meeting 2

- 1) Using the power point in the form of slide shows to explain and to explore narrative text in BKOF and MOT stages

In the second meeting, the researcher still acted as the teacher and she was not accompanied by the English teacher but she invited her friend named Arya as a collaborator, an observer and an assistant for her. She started the class by greeting the students, introducing her collaborator and checking students' attendance list. Then, as the previous meeting she started conducting the questions and answers activities to the students. She asked what the students learned in the previous meeting, while her friend helped the researcher turn the notebook and projector on.

In the first meeting, the students were not interested in seeing the researcher's materials in the slide shows, so in the second meeting she tried to make the slide shows interesting by adding some pictures and interesting background in the slide shows. As the result, the students were interested in seeing the materials on the slide shows in this meeting. Many students responded by asking with their friends when she showed them some pictures in the slide show.

Then, the researcher reminded the students again by asking what definition of the narrative text and its generic structure. The

students could answer and they still remembered what the researcher taught in the first meeting.

The researcher observed that using power point in explaining the materials in front of the class still did not run well yet. She observed that when the researcher explained in front of the class with the laptop and the projector, some students did not pay attention to her explanation because some students sitting in the back row were busy with their mobile phones when she was explaining the materials. This condition can be seen in the following field note.

*R mengamati sebagian Ss tidak memperhatikan penjelasan R di depan kelas. Itu bisa dilihat dari Ss yang duduk di belakang malah sibuk memainkan hape nya dan ada Ss yang mengantuk.* (The researcher observed that some students did not pay attention to her explanation in front of the class. It could be seen that some students who sat in the back row were busy with their mobile phone and some students were sleepy).

*(Appendix 1, Field Notes 5, Paragraph 3)*

After the reading class finished, the researcher interviewed some students and her friend as her collaborator named Arya. She conducted the interview to know more deeply why the students did not pay attention when she was explaining the materials using power point. The following is Jordan's response after the researcher asked him about the explanation by using power point. *Sebenarnya udah bagus, cuma masalahnya siswa-siswa yang duduk dibelakang masih ada yang ngantuk and ada yang maenan telpon genggam.* (Actually, it was good but the problems were that some students sitting in the back row still were sleepy and some of them were busy with their mobile phone).

*(Appendix 1, Field Notes 5, Paragraph 3)*

To support the data from Arya as collaborator, the researcher also interviewed some students in the class. The following is the interview transcripts between the researcher and one of the students named Nico (N).

*R : Nico tadi saya amati kok malah maenan hape di belakang pas saya menerangkan pelajaran, benar to? (Nico, I saw you that you were busy with your mobile phone when I was explaining the materials. Was it true?).*

*N : He he iya miss, kok tahu, maaf miss soalnya ada sms penting sih. (He he he, Yes, It was, miss. I am sorry because there was important message).*

*(Appendix 1, Field Notes 5, Paragraph 3)*

The following is one of the interviews transcripts between the researcher and the student named Reza (R). She said that she was sleepy when the researcher was explaining the materials.

*R : Kata Mutiara kamu tadi ngantuk ya waktu saya nerangin materi? (Mutiara said that you were sleepy when I was explaining the materials, weren't you?)*

*Rz : He,he,he,,,iya miss, maaf, tadi malam tidur telat gara gara ada melekan di tetangga ada nikahan. (he,he,he, Yes Miss, I am sorry. I slept late because my neighbour are getting married)*

*(Appendix 1, Field Notes 5, Paragraph 3)*

- 2) Using jigsaw technique to studying the narrative texts in JCOT stage

Before the researcher applied jigsaw technique, her assistant prepared the equipments to apply it, such as the texts, the names of jigsaw groups and the expert group. After she finished explaining the materials and considered that the students could find the

specific information from the text, then, she applied the jigsaw technique like the first meeting.

The researcher asked some students to make the jigsaw groups and asked the students to join in their jigsaw group as the previous meeting. In the second meeting, she still gave five narrative texts with no title to every jigsaw group. The researcher only wrote with Text A, Text B, Text C, Text D and Text E to replace the title of the text and she asked the students to discuss and find the title, topic and specific information of all texts.

Only the researcher knew the title of those narrative texts before the students discussed those texts in the expert and jigsaw groups.

Text A was text entitled “A fox and A Goat”. Text B was the text entitled “Jaka Tarub”. Text C was the text entitled “Why Do Hawks hunt Chick”. Text D was the text entitled “Snow White”. Text E entitled “A Plan to Kill the Snake”. After the students got their own text, then the jigsaw activity was the same with the first meeting but in the second meeting the title and the content of the text was different from the first meeting. In this meeting, the students’ discussion in the jigsaw group focused in finding the topic and the specific information from the narrative text.

During the teaching learning process using jigsaw, the researcher observed that the students were still enthusiastic to study the narrative text. It could be seen that they were active in discussing

and sharing their texts and they were active in presenting their texts to their jigsaw group mates as the previous meeting. But there was a problem when some students did not bring the dictionary. They made noise by borrowing the dictionary with their friends. This activity can be seen from the following field note.

*Masalah muncul ketika beberapa murid saling pinjam kamus dengan teman temannya karena ada beberapa murid yang tidak membawa kamus. Mereka yang tidak membawa kamus menganggu murid murid yang serius membaca teks. (The problems arose when some students borrowed the dictionary each other with their friends because some of them did not bring the dictionary. The students who did not bring the dictionary disturbed the students who seriously read the texts.)*

*(Appendix, Field Notes 5, Paragraph 6)*

The researcher also interviewed some students to know their opinions about the reading class by using jigsaw technique. She wanted to know why they were enthusiastic in joining the reading class. This is the interview transcript between the researcher and one of the students named Oki (O). She said that jigsaw technique was interesting because she never got that technique before.

*R : Gini dek Oki, Miss Ika mau nanya nanya dikit tentang pembelajaran reading bahasa inggris di kelas menggunakan teknik jigsaw gimana menurut adek? (What do you think of the reading class using the jigsaw technique?)*

*O : Bagus miss, menarik, saya belum pernah mendapatkan itu sebelumnya. (It was interesting miss, I never got that technique before).*

*(Appendix 1, Field Notes 5, Paragraph 6)*

The researcher also interviewed Windarti to ask her opinion about learning English reading by using jigsaw technique. She said that she is enthusiastic and motivated to understand her text because



she should be able to present her text to her jigsaw group mates.

The following is her response in the form of interview transcript after the researcher asked about her opinion of learning by using jigsaw technique.

*Bagus miss, kalau pas belajar reading tadi saya bisa diskusi ama teman teman yang lain, saya termotivasi dan antusias untuk memahami text itu karena saya harus bisa mempresentasikan ke teman teman grup jigsaw saya. (It was good Miss. I could discuss with my friends when I studied using jigsaw. I was motivated and enthusiastic to understand the text because I should present my text to my jigsaw group mates.)*

*(Appendix , Field Notes 5, Paragraph 6)*

- 3) Using the interesting quiz in checking students' understanding in ICOT stage

In the second meeting, the rules of the quiz were still the same as the first meeting. However, in the second meeting, the researcher invited her friend as assistant to help her in monitoring and designating the students who raised their hand first and who had the right to answer the researcher's questions. This was done by her in order that the class was not noisy again as in the first meeting because they fought each other to answer her questions.

The kind of the questions in the meeting was still essay. The questions in the quiz were related to all topics of the texts studied by the students in the jigsaw group. From the observations done by the researcher, she could see that the students were still very enthusiastic and happy to do this quiz. This can be seen in following field note.

*Saat sesi quiz, Ss terlihat senang dan antusias mengikuti quiz. Ini dapat dilihat dari siswa siswa yang berebut menjawab soal dari R. Tidak hanya Ss yang duduk di bangku depan yang menjawab pertanyaan dari R, bahkan sekarang Ss yang tadinya duduk dibelakang sekarang mulai ikut menjawab soal soal dari R. (In the quiz section, the students were happy and enthusiastic in doing the quiz. It could be seen from the students who fought each other to answer the researcher's questions. Not only the students sitting in the front of the class who answered her questions but the student sitting in the back also answered his questions)*

*(Appendix 1, Field Notes 5, Paragraph 7)*

In this meeting, the researcher and her assistant could control and reduce the students who made noise in the class. They could monitor carefully the student who raised their hand first and they could choose which students who had the right to answer the questions. So they could reduce the noisy level which was made by the students. The activity can be seen in the following field note below.

*Di pertemuan kedua ini, Kolaborator mampu membantu R untuk mengawasi dan mengontrol Ss sehingga R dan Rc dapat lebih awas dalam memilih mana yang mengacungkan tangan duluan dan berhak menjaab pertanyaan dari R. di pertemuan ini R dan Rc berhasil menurunkan tingkat keramaian dibandingkan pada pertemuan pertama. (In the second meeting, her assistant could help her monitor and control the students in order that she and her collaborator were more careful in choosing which students who raised their hand and which students who had the right to answer her questions. And in this meeting, she and her assistant could reduce the noisy level in the class than the previous meeting).*

*(Appendix 1, Field Notes 5, Paragraph 8)*

The following is one of the interview transcripts which showed that Tri was very happy to do this quiz because she liked the competition between the groups. This is her response in the form of

interview transcript after the researcher asked her about why she liked the quiz conducted by the researcher in reading class.

*Yah karena saya senang adanya kompetisi antar group tadi, jadi tiap group berebut untuk menjawab pertanyaan dan mendapatkan score. (I was happy because there was the competition between the groups. Every member of the groups fought each other to answer the questions and to get the high scores).*

*(Appendix 1, Field Notes 5, Paragraph 8)*

Although the researcher and her assistant could reduce the noisy level in the class compared in the previous meeting and although she could also motivate the students who were passive in the previous meeting became active in answering her questions but in the second meeting, she still got the problems like the first meeting in conducting the quiz. The problems were the students still fought each other to answer her questions and some of them still claimed that they raised their hands first although she was helped by her assistant to monitor and designate which students raising their hands first to answer her questions. These problems can be seen in following field note.

*(Ss masih juga berebut dan saling mengklaim bahwa mereka yang harusnya berhak menjawab soal karena mengacungkan tangan terlebih dahulu. (the students still fought each other to answer her questions and some of them still claimed that they raised the hand first).*

*(Appendix 1, Field Notes 5, Paragraph 8)*

The following is the interview transcript between the researcher and one of the students named Deva (D). He complained to the researcher because he felt that he raised the hand first but she did

not designate him and she designated another student to answer her questions.

*R : kenapa group kamu kalah? (why did your group lose?).*

*D : Soalnya kalah cepet terus waktu rebutan jawab soal-soalnya. Lagian tadi miss ika nunjuknya di group lain padahal groupku juga bisa jawab dan angkat tangan duluan. (My group lost when we fought each other with the other groups to raise the hand and answer the questions even though we raise the hand quickly to answer the questions).*

*(Appendix 1, Field Notes 5, Paragraph 8)*

Arya (A) as the assistant also was interviewed by the researcher to know his opinion about whether the quiz ran well or not and to ask his opinions about what she should do in the next meeting to solve the problem in the quiz section above. The following is his response in the form of interview transcript. He said that it was interesting but some students fought each other and protested about who raised the hand first and had the right to answer the questions.

*Menurut saya, quiznya udah menarik cuma masih ada murid yang berebut dan protes tentang siapa yang angkat tangan duluan dan berhak menjawab pertanyaan. Saya tadi juga kesulitan dalam mengawasi siswa dari group mana yang angkat tangan duluan. (I think the quiz was interesting but some students fought each other and protested about who raised the hand first and had the right to answer the questions. I also got difficulty to choose which students from the jigsaw group who raised the hand).*

*(Appendix 1, Field Notes 5, Paragraph 8)*

### c. Meeting 3

- 1) Using power point in the form of slide shows to explain and to explore narrative text in BKOF and MOT stages

In the third meeting, the researcher still acted as the teacher and she was still accompanied by her friend as a collaborator and an observer. The teacher started the class by greeting the students and checking students' attendance list. She asked what the students learnt in the previous meeting, while her collaborator helped the researcher turn the notebook and projector on. Then, she reminded the students again how to find the topic, and the main idea in the narrative text. The researcher explain that topic is usually in the form of phrase, but main idea is in the form of sentence. Even the main idea is implicitly in the text.

The researcher gave the students the text entitled "A Rabbit and the Crocodiles". Then, she gave the true false questions. This kind of question was conducted to find the specific information in text and to help the students understand the text. Then, she also asked to them about the topic of the text. No one could answer her question. But after she gave 5 multiples choices, some of them could answer correctly.

To anticipate the students chatted each other with their friends and they were sleepy in the class when the researcher explained the

lessons, she did not only explain the material by using slide shows in front of the class but she also moved in the middle and the back row to explain the lesson. She did this action to anticipate the students who made noise and who were sleepy in the class. This action could reduce the students made noise.

### 3. Reflection of Cycle I

After implementing the action, the researcher and the English teacher as the collaborator reflected on the actions done. She had a discussion with the English teacher in order to evaluate the actions. The discussion was done based on the observations in the teaching learning process, the students' opinions, and the comments from each research member. All opinions and comments from each research member were recorded. From the reflections, she found that there were some results involving the successful and unsuccessful actions. And there were three main actions in Cycle 1, using power point in the form of slide shows to explain the narrative text in BKOF and MOT stages, using jigsaw technique in understanding the narrative text in JCOT stage, and using interesting quiz in checking students' understanding in ICOT stage. The results of the reflections of the actions in Cycle 1 are as follows:

- a. Using power point in the form of slide shows to explain and to explore the narrative text in BKOF and MOT stages

The first action in employing the stages of reading teaching and learning was using the power point in the form of slide shows to explain

the narrative text to the students. The use of power point was used to build the students' knowledge about the narrative text, then to explain the definition of the narrative text, the examples of narrative text, and to introduce briefly the generic structure of the narrative text. Based on the observation which was done through writing in the form of field notes and interview transcripts, in this reflection stage the researcher classified into two main results, i.e. improvement and weaknesses. The improvements of the the actions will be described as follows.

Using power point in the form of slide shows was interesting. Using power point in the form of slide shows in explaining and exploring narrative text was successful. It could be seen from the students' responses who said that the slide shows were interesting because there were some pictures and interesting background in the slide shows.

## **D. The Report of Cycle 2**

### **1. Planning**

Based on the reflections of the actions implemented in Cycle 1, the researcher found that there were some actions in Cycle 1 that needed to be improved to solve the problems in Cycle 1. Those problems were: first, the students sitting in the back row did not see clearly the materials because the slide show was too small. Second, the students said that they could not listen to the researcher's voice clearly because their friends made noise and her voice was too low. Third, some students still were bored and sleepy in listening to her explanation. Fourth, some students did not bring the dictionary. Fifth, the students made noise when they fought each other to answer her questions and she got the difficulty to control the students in the quiz section. Sixth, some students protested to her because she designated the others students although they raised their hand first and they should have the right to answer her questions. Seventh, when the researcher conducted the quiz, only those students from each jigsaw group who answered her questions, while the other students in each jigsaw group did not answer her questions.

Considering there were some improvements of reading comprehension and students' involvement in reading narrative text, the researcher still implemented some actions in Cycle 1 but she revised and added some new actions to solve the problems that she could not solve yet



in Cycle 1. Thus, she and the English teacher planned actions in Cycle 2.

The plannings were summarized as follows:

- a. Changing the arrangement of the students' chairs before the researcher explained the materials.

This action was aimed to stop the students making noise, to make the students see the materials in the slide shows clearer and make them hear the researcher's voice clearer.

- b. Asking the students to bring the English dictionary

This action was aimed to make the students not disturb their friends again by borrowing each other the dictionary with their friends. By asking them to have their own dictionary, they could open and find the difficult words by themselves, they did not disturb their friends by borrowing the dictionary, and they did not always ask to the researcher about the difficult words. By doing this action, they did not make noise again in the class.

- c. Using the power point in the form of slide shows to explain briefly the narrative text in BKOF and MOT stages

The researcher still used power point that could interest the students to pay attention to her explanations in cycle 1. By using it, the students also understood her explanations easily.

- d. Using jigsaw technique in learning and understanding the narrative texts in JCOT stage

The researcher could improve the student's comprehension about the text and could improve the students' involvement in reading class by using this technique. She still used it to improve the students' comprehension in reading the texts and students' involvement in reading class in Cycle 2.

- e. Changing the rules of the quiz in checking the students' understanding about the narrative text in ICOT stage

The researcher still used this action to improve the students' comprehension and to check their understanding about the texts in Cycle 2 because considering in Cycle 1 that there were improvements in the reading class. She only revised some rules of the quiz to solve the problems in Cycle 1, like the students did not need to put their hands up, but they chose the number and each number had different question.

## 2. Action and Observation in Cycle 2

Cycle 2 was done in three meetings. The fourth meeting was held on May 28, 2013, the fifth meeting was on May 29, 2013, and the sixth meeting was on May 30, 2013. As in the previous cycle, during the reading teaching and learning process in the classroom, the English teacher observed the implementation of the actions but she only could observe in the fourth meeting and sixth meeting. In cycle 2, the researcher did the actions and she still acted as the teacher in the class.

a. Meeting 4

In the fourth meeting, the researcher was accompanied by the collaborator and the English teacher. The researcher acted as the teacher and the English teacher and the collaborator acted as the observer. She started the class by greeting the students and checking students' attendance list. After that, she turned the notebook and projector on.

When the researcher was explaining the materials in front of the class by using power point in Cycle 1, some students sitting in the back row still made noise, felt sleepy, did not see the materials clearly and could not listen to the researcher's voice clearly. To overcome those problems above, then she applied the first action. The first action was that she changed the arrangement of students' chair by asking the students to make the jigsaw group before she explained the materials.

This action aimed to stop the students making noise again when they sat in the back row and to anticipate the students felt sleepy in the class. It also aimed to ask them who usually sat in the back row to move and to sit in the front row in order that they could see the materials in the slide shows and could listen the researcher's voice clearly. This action was successful in this meeting because no students made noise anymore and no students felt sleepy.

b. Meeting 5

In the fifth meeting, the researcher still came with her friend as her collaborator in the class because the English teacher could not come in

the class. She started the class by greeting the students and checking students' attendance list. Then, she turned the notebook and projector on.

In the fourth meeting, some students were bored when the researcher explained the lesson too long, so in the fifth meeting she explained the lessons using the power point more briefly to anticipate it. She only reminded the students about how to find out the specific information from the text. She showed a narrative text to the students. She could solve the problem in the previous meeting by explaining the materials briefly.

c. Meeting 6

In the sixth meeting, the researcher came with her friend named Arya and the English teacher. They were as her collaborators and as her observers in the class. She started the class by greeting the students and checking students' attendance list. She asked the students about what narrative text is. Then, she turned the notebook and projector on.

In this meeting, the researcher did not explain the material about the narrative text again because she considered that the students had mastered well about the definition and the generic structure of narrative text in the previous meeting. Then, she asked the students to make the jigsaw groups. She gave five narrative texts with no title to every jigsaw group. She only wrote Text A, Text B, Text C, Text D and Text E to

replace the title of the text and she asked the students to discuss and find the title or topic of all the texts.

The learning process ran well because all students were active to discuss their texts in the expert group. They did not ask again about the text they read to the researcher. They could cooperate with their expert group mates to find the topic and to find the specific information from the texts. Every student brought the dictionary so that no students made noise again by borrowing the dictionary from their friends. The following is Hafida's answer after the researcher asked her opinion about the reading activity in the expert group.

*Masih seperti di pertemuan sebelumnya, murid murid active berdiskusi di grup ahli. Mereka semua sudah punya kamus, jadi mereka tidak rebut lagi soal kamus. (As the previous meeting, they were active in discussing the texts in the expert group. They all had dictionary so that they did not make noise again to bring each other the dictionary.)*

*(Appendix 1, Field Notes 9, Paragraph 4)*

In the fifth meeting in the quiz section, the students protested to the researcher that they and their group got difficult questions while the other group got the easy questions, then in this meeting she only revised the second rule of the quiz from the previous meeting while the other rules were the same as the fifth meeting.

The rules of the quiz in this meeting were: First, the researcher designated every jigsaw group one by one to answer her questions without fighting each other and without raising the hand first. Second, the members of the jigsaw group could choose the number in the box to

open the questions and the researcher did not show the questions before they chose it.

### 3. Reflection of Cycle 2

After implementing the action in Cycle 2, the researcher, her friend and the English teacher as the collaborator reflected on the action done. She had a discussion with them in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' opinions, and the comments from each research member. There were six actions in Cycle 2. First, changing the arrangement of the students' chairs before the researcher explained the materials. Second, asking all students to bring an English dictionary. Third, using power point in the form of slide shows to explain the narrative text in BKOF and MOT stages. Fourth, using jigsaw technique in learning and understanding the narrative texts in JCOT stage. Sixth, changing the rules of the quiz in checking the students' understanding about the narrative text in ICOT stage. The researcher got the findings from the results of the reflections of the actions in Cycle 1 are as follows:

- a. Changing the arrangement of the students' chairs before the researcher explained the materials was successful

The researcher did this action to anticipate the students felt sleepy in the class and made noise when they sat in the back row. It also aimed to ask them who usually sat in the back row to move and to sit in the front in order that they could see the materials in the slide shows and

could listen to the researcher's voice more clearly. This action was successful in this meeting because by using this action, no students made noise anymore and no students felt sleepy when they sat in the front row and they sat closer to the researcher who explained the materials.

The improvements of the five actions in Cycle 2 are summarized in the table below:

**Table 4.4 The Improvement of Cycle 2**

After Cycle 1	Actions Cycle 2	After Cycle 2
In Cycle 1, some students did not pay attention to the researcher's explanation when she explained the materials in front of the class by using power point. Some students made noise by chatting with their friends in the back row, some of them were sleepy, some of them in the back row did not listened her voice clearly and did not see the slide shows clearly.	Changing the arrangement of the students' chairs before the researcher explained the materials.	This action was successful in this meeting because by using this action, no students made noise anymore and no students felt sleepy when they sat in the front row and they sat closer to the researcher who explained the materials. The students also could listen to her voice and see the materials in the slide shows clearer.
In Cycle 1, some students did not bring the English dictionary in the reading class, it caused some students borrowed the dictionary with their friends and some students always	2. Asking the students to bring the English dictionary	When the learning process by using jigsaw technique was running, no students made noise again by borrowing the dictionary and they did not always asked again about the difficult words from the

<p>asked to her about the meaning of difficult words. This condition made the class noisy. Some of them also complained to her that their friends who did not bring the dictionary disturbed them by borrowing their dictionary when they seriously read the texts.</p>		<p>text because they could find them by themselves by opening their dictionary. No students complained to her about their friends who disturbed them to borrow their dictionary.</p>
<p>In Cycle 1, some students still felt bored when the reading class was only listening to the researcher's explanation. They were bored because her explanation was too long.</p>	<p>3. Using the power point in the form of slide shows to explain briefly the text in BKOF and MOT stages</p>	<p>In Cycle 2, the researcher explained the materials more briefly and not too long to anticipate the students who felt bored in the reading class. This action was successful because no students felt bored and they still understood the text by discussing their text in the expert group.</p>
<p>In Cycle 1, the jigsaw activity ran well because the students were very enthusiastic and active in discussing and presenting the texts to their group mates. Unfortunately, in Cycle 1 some students still made noise by borrowing each other the dictionary with their friends and some of them always asked to her about the difficult words in the text when they discussing their texts in the expert and</p>	<p>b. Using the jigsaw technique in learning and understanding the narrative texts in JCOT stage</p>	<p>The researcher asked the students to bring the dictionary before he conducted jigsaw technique in the class. She asked the students to go out and to borrow it from the library when they did not bring the dictionary. After all students brought the dictionary, the reading class activity by using jigsaw ran well. No students made noise by borrowing the dictionary with their friends and no students asked again about the difficult words from the texts. They could</p>



jigsaw group. This condition made the jigsaw activity did not run well		share and discussed their texts in the expert group. Using jigsaw technique could help them to understand the text and to make the learning situation enjoyable.
Some problem arose in Cycle 1 when the researcher conducted the quiz section. Those problems were: first, they got the difficulty to control the students who made noise when they fought each other to answer her questions in the quiz section. Second, some students protested about why the researcher designated the others students although they raised their hand first and they should had the right to answer her questions. Third, only those students from each jigsaw group who answered her questions, while the other students in each jigsaw group did not answer her questions.	c. Changing the rules of the quiz in checking the students' understanding about the analytical text in ICOT stage.	By changing some rules in Cycle 2, those problems arose in Cycle 1 could be solved and there were some improvements in this cycle. First, no students fought each other to answer her questions again and no students protested to her about whom she designated to answer her questions. Second, all students in the jigsaw group had the change to be designated by her to answer her questions and not only one or two members from each jigsaw group answer my questions but all members from each jigsaw group answered her questions. Third, no students protested again that they got difficult questions while the others got the easy questions because they could choose the questions by themselves.

## E. General Findings

The implementation of the actions in this research was over. Based on the actions, observations and the reflections, the researcher concluded that generally the actions made some improvements. The actions were able to

improve students' involvement related to reading teaching and learning process and the students' comprehension in class VIIIB. To improve the action means that after the action was conducted, they got positive responses from the research members and their reading score improved.

Furthermore, the implementation of the actions was able to overcome the field problems. The actions were using power point in the form of slide show to explain the texts in BKOF and MOT stages, using jigsaw technique in learning and understanding the text in JCOT stage, using interesting quiz in checking the students' understanding about text in ICOT stage, changing the arrangement of the students' chair before explaining the materials, asking the students to bring the dictionary, and changing the rules of the quiz in checking the students' understanding about the text.

The English teacher and researcher decided to stop the cycle since the result of the last cycle had shown good improvements of the students' reading involvement and the students' reading comprehension. The students' reading involvement can be seen from the qualitative data and the students' reading comprehension was also improved. It is supported by the result of descriptive quantitative analysis which is shown in the next part below.

## 1. Qualitative Data

Qualitative data sources used by the researcher were observation in the form of field notes, interview transcripts, and photographs. Those sources gave the significant results of this research from the students' side as the subject of teaching and learning process through jigsaw technique.

Based on the observations and interviews at reconnaissance step, the students were not enthusiastic to join in the reading class. They said that reading class was bored. The reading activity was only listening the teacher's explanation, reading the text and doing the exercises from the textbook. And because of this, most students did not get involved in the teaching and learning process. They were not enthusiastic about the reading class. It could be seen from the students sitting in the back row of the class did not pay attention to the teacher's explanation. For example, they made noise by chatting with their friends sitting next to them, some of them were sleepy, some of them were busy with their mobile phone and some of them did homework when the teacher was explaining the materials in front of the class.

## 2. Quantitative Data

In this part, the researcher discusses the result of students' score of the reading comprehension.

### a. Student's Score

This section present the result of reading comprehension test and jigsaw quizzes. The reading comprehension test were administered two

times before and after the implementation. The test compared between the student comprehension ability before and after the implementation. The jigsaw quizzes which were conducted in the end of each cycle to know the improvement of students' vocabulary mastery. Each table below presents the mean score of the reading comprehension test and jigsaw quizzes.

**Table 4.5 Mean and Standard Deviation of Students' Pre-Test and Post Test Score**

<b>Test</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard Deviation</b>
Pre-test	35	6.1197	0.86075
Post-Test	35	7.0860	0.82604

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusion**

The research is about improving reading comprehension using jigsaw technique. Based on the discussion in the previous chapter, it can be concluded that jigsaw technique can improve students' reading comprehension. This can be seen from the findings of the research during the action research.

Before the action research was conducted, the teacher of class VIIIB used textbook and white board in explaining the materials to the students. Many students sitting in the back row did not pay attention to the teacher when she explained the materials because they felt bored with her explanation and materials in the textbook. They were also bored with the reading activity, e.g. the teacher only asked the students to read the texts, asked them to do the exercises and asked them to answer the questions from the textbook.

Moreover, when the teacher did the evaluation to check the students' understanding about the texts, she only designated and asked them to answer her questions orally from the textbook. When the teacher designated one of the students and she or he could not answer her question, she designated the other students. The activities made some of them quiet and passive in the class and they did not have efforts to answer her questions.

Those activities above made some student sitting in the back row were sleepy, some of them chatted with their friends sitting next to them, some students were busy with their mobile phone and some of them did the another homework when the reading class was still running because they were bored with the reading class activity. Overall, the students were passive and they were not involved in the reading class activity before the actions were conducted.

After the researcher conducted jigsaw technique, they were involved in the reading class. All students were enthusiastic in joining the reading class. They all were active in sharing and discussing their texts in their expert group and they all presented their texts to their jigsaw group mates. After she used jigsaw technique in the reading class, the students dared to share and ask their friends when they got the problems or when they did not know about the texts they read. They could share and ask about their opinions more relaxed to their friends than they shared and asked their opinions to their teacher.

The researcher also used interesting media, e.g. using laptop and projector to support her teaching in the class. She used power point program in her notebook to explain the materials shown in the slide show in the reading class. By using power point in explaining the materials, the student were more interested in paying attention to her explanation because they were interested in seeing the interesting pictures and background showing from the slide shows.

In the last action, the researcher used a quiz in checking the students' understanding about the texts they read. She used notebook and projector to make the quiz interesting. By using notebook, she could make the quiz interesting because she used some programs in the notebook, e.g. power point that made the quiz interesting and enjoyable. The students liked this quiz because it was interesting for them and they did not get it with their teacher before. They were also motivated in doing the quiz because they wanted to get the points and wanted to win their jigsaw groups in the quiz.

Using jigsaw technique is more effective by the fact that the students' post test score is higher than pre-test score. The pre-test mean is 6.1197 with a standard deviation of 0.86075 while the post-test mean is 7.0860 with a standard deviation of 0.82604. From the data sources above, it can be concluded that there is significant improvement in the students' reading comprehension.

Therefore, by seeing the improvement of students' scores, it can be concluded that the use of jigsaw technique is believed to improve students' reading comprehension skill. And also the students became more interested and enthusiastic in the reading activities. They did not have any difficulties to find new vocabularies equivalent in Indonesia and also synonymous words in English because they brought dictionary. They were motivated to all of the programs, such as: 1) the students did not come late; 2) number of students who did not bring the dictionary was getting smaller; 3) class noise was reduce and transform into class discussing and sharing.

## **B. Implications**

Based on the result of the study, it was found that the students were able to improve their reading comprehension in the teaching-learning process. Based on the conclusions above, it can be implied that jigsaw technique can be used in the process of teaching and learning process because there are some advantages of using jigsaw technique for the students. First, jigsaw technique was a motivated technique. Using jigsaw technique could make the students enthusiastic and gave some motivation to the students in reading narrative text. The students were motivated to comprehend the text because they must be able to present what they read to their jigsaw group mates. Second, jigsaw technique was an interesting technique. By using jigsaw technique, the students enjoyed learning English and enjoyed participating in the lesson. Jigsaw technique was interesting for them in learning English because they never got this technique before and they got new learning technique in the class. They did not feel bored anymore because of using this technique in the reading class. Third, jigsaw technique was helpful. Using jigsaw technique in reading activity was easier for the students to understand the text than they should read the text by themselves. By using this technique, they could ask and share their opinions with their group mates when they got the problems in reading their texts.

The additional actions used by the researcher were also advantageous to be implemented because there were some advantages to support jigsaw



technique in teaching English reading. The first action was that using power point in the form of slide shows was interesting and helpful. The students were interested in her explanation when she used power point in explaining the materials. They liked the materials in the slide show because she added some interesting pictures and some background showed in the slide shows. Using power point also helped them understand the materials because there were some examples and charts which could help them understand the texts. The second action was that using quiz in checking the students' understanding about the text was fun and interesting. This action was conducted to check the students' understanding about the text they read. When the researcher applied the quiz by using notebook and projector, the students were happy and interested in doing the quiz. By using notebook, she could use power point to apply the quiz. This media could make the quiz interesting. Moreover, they all were motivated to get the points and to win their jigsaw groups. Overall, they liked the quiz because it was fun and they never got this quiz with their teacher before.

### **C. Suggestions**

Based on the conclusion and implications that have been explained above, some suggestions can be directed toward the English teacher , the institutions of education, the students and to the other researchers. The suggestions are described as follows:

#### **1. For an English Teacher**

This is essential for the teacher to improve the quality of English teaching-learning process especially in reading activities.

- a. The teacher can use jigsaw technique in teaching English in order to make the students motivated in joining the lesson and to help them understand the text easier.
- b. It is important for the teachers to learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so that the students become involved and motivated during the teaching learning process. They should create an enjoyable situation of teaching learning process in order to improve the students' braveness in sharing and asking their opinions about the English learning. Using jigsaw technique is one of the ways to create that situation.

## 2. For Students

The students should be more active to practice their English ability. Using jigsaw technique is one of alternative ways that can be chosen by them since jigsaw technique provides opportunities to the students to be active in the class because they can share, ask and discuss their opinions about the materials to their group mates and teacher. By discussing their materials, they can help each other with their friends to understand more about the materials.

## 3. For other researchers

The result of this research is expected that it can encourage other researchers to conduct further study dealing with jigsaw technique in other

skill areas such as listening, speaking, or reading. This study's actions are limited only to improve students reading comprehension. Therefore, the researcher expects the other researchers who will conduct a similar research should find more actions to improve not only in reading comprehension but also in speaking, writing, and listening. Therefore, the other researcher should enrich their knowledge.

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# APPENDIXES

## 1

## FIELD NOTES

## FIELD NOTES

### FIELD NOTE 1

Monday, May 6, 2013 at 08.00 am

S : Satpam Sekolah

R : Researcher

KP : Kepala Sekolah

Pada hari Senin, 6 Mei 2013 sekitar pukul 08.00 pagi, R pergi ke sekolah SMPN 3 Mlati dengan membawa surat izin observasi dari kampus UNY. R ingin melakukan penelitian di SMPN 3 Mlati karena R pernah melakukan kegiatan KKN di sekolah tersebut. Di depan gerbang R langsung ke pos satpam samping gerbang dan melapor bahwa R ingin melakukan penelitian ke sekolah dengan membawa surat observasi dari kampus UNY. R mengatakan bahwa R adalah mahasiswa dari kampus UNY. R ingin memberikan surat observasinya kepada KP sekaligus ingin minta perijinan mengadakan observasi disini. Kemudian R diijinkan masuk dan S menyuruh R untuk parkir motor di ruang parkir guru.

Setelah memarkir sepeda motornya, R diantar oleh S menuju ke ruang KP. Saat S dan R tiba di ruang KP, KP sedang menerima tamu sehingga R harus menunggu sampai tamu tersebut selesai. Sambil menunggu KP, lalu R pergi ke kantin untuk sarapan pagi dulu. Setelah kurang lebih 40 menit, R kembali ke ruang KP dan disambut dengan baik. R menjelaskan kepada KP bahwa R ingin melakukan penelitian di SMPN 3 Mlati. KP menyetujui permohonan dan memberikan saran agar segera melakukan penelitian agar R cepat menyelesaikan studi kuliahnya. R menyerahkan surat izin penelitian kepada KP dan berpamitan. Setelah sampai di tempat parkir R sempat berbincang-bincang dengan S dan R berpamitan kepada S untuk pulang.

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### FIELD NOTE 2

Tuesday, May 7, 2013 at 09.00 am

R : Researcher

C : Collaborator

ET : English Teacher (ibu Sumiyati)

S : Satpam Sekolah

R datang kedua kalinya ke sekolah pada hari Kaumis, 16 Agustus 2013, kali ini R mengajak C untuk membantu penelitian. R dan C melapor ke Satpam sekolah (S) di depan gerbang SMPN 3 Mlati dan menjelaskan maksud kedatangan R adalah ingin menemui ET. Setelah mendapatkan izin masuk dari S, R dan C langsung menuju kantor guru dan bersalaman kepada guru-guru SMPN 3 Mlati. R dan C memberikan penjelasan kepada guru-guru bahwa mereka akan melakukan penelitian



di SMPN 3 Mlati. R menanyakan kepada guru-guru keberadaan ET karena R ingin berdiskusi tentang penelitian yang akan dilakukan.

R dan C harus menunggu kedatangan ET karena sedang mengajar di kelas VIII A. Setelah beberapa menit, ET selesai mengajar dan menemui R dan C. ET kemudian menanyakan kepada R dan C maksud kedatangannya di SMPN 3 Mlati. R kemudian menjelaskan kepada ET bahwa ingin melakukan penelitian dan meminta izin kepada ET agar diperbolehkan. R juga mengharapkan agar ET bersedia membantu penelitian.

R menanyakan kepada ET metode apa yang dipakai oleh ET ketika mengajar bahasa Inggris. Kemudian R memberikan proposal penelitian tentang metode jigsaw untuk meningkatkan kemampuan membaca kepada ET. R dan C menjelaskan isi dari proposal tersebut kepada ET. ET menyetujui proposal tersebut dan mengajak R serta C untuk melakukan observasi pada pertemuan berikutnya. R dan C kemudian berpamitan kepada ET untuk pulang.

### FIELD NOTE 3

Wednesday, May 8, 2013 at 07.00 am

ET : English Teacher (Ibu Sumiyati)

R : Researcher

Ss : Students

H : Hepy

C : Collaborator

G : Gani

M : Mutiara

D : Danang

R dan C datang ke sekolah pukul 07.00. R dan C datang ke sekolah dan langsung menuju ke ruang tunggu di lobi depan sekolah untuk menunggu. Kurang lebih 15 menit menunggu, R dan C bertemu dengan ET. ET kemudian mengajak R dan C untuk mengikutinya menuju ruang kelas. ET mengatakan kepada R dan C bahwa mereka akan melakukan observasi di kelas VIII B.

Setelah ET, R dan C datang ke kelas VIII B, suasana kelas sangat gaduh dan mereka kemudian terdiam ketika ET, R dan C datang. Ss kelas VIII B terlihat bingung karena mereka merasa mengenal dengan R bahkan beberapa berkata, “miss ika...miss ika”. ETs, “Selamat pagi anak-anak”. Murid-murid menyapa kembali, “Selamat pagi, bu”. ET memperkenalkan R dan C kepada Ss, “Hari ini saya ditemani oleh seorang gadis yang cantik dari UNY Miss Ika, kalian masih mengenalnya kan?”. Ss menjawab, “Tentu saja bu”.

ET berkata kepada Ss bahwa R datang ke kelas untuk mengamati proses belajar mengajar serta memfoto, membuat catatan dan melakukan wawancara kepada murid-murid. Jadi murid-murid tidak perlu khawatir kalau R akan mengganggu. Ss menjawab, “Iya bu”. ET menanyakan kepada Ss apakah mereka sudah mendapatkan materi tentang naratif teks. Beberapa Ss di depan baris menjawab, “Ya, kita sudah

pernah bu.”, ketika Ss yang duduk di baris belakang masih ngobrol dengan teman sampingnya.

ET menjelaskan kepada Ss apa itu naratif teks dan ET menyuruh Ss untuk membuka buku pelajaran English in Focus dan menyuruh Ss untuk membaca contoh naratif teks selama 10 menit. R melihat ada beberapa Ss yang tidak membawa buku pelajaran jadi mereka bergabung dengan temannya untuk membaca teks di buku pelajaran. R mengamati beberapa Ss yang duduk di baris belakang tidak membaca teks dengan serius dan berbincang dengan temannya, beberapa Ss sibuk dengan telepon genggam mereka sedangkan Ss yang duduk di baris depan membaca teks dengan serius. ET tidak mengetahui situasi di belakang kelas tersebut karena ET tidak pernah berpindah tempat ke baris belakang. ET hanya berkata, “Jangan ribut, baca teks kalian” kepada Ss yang ribut.

Setelah Ss selesai membaca teks dari buku, ET menyuruh Ss untuk mengerjakan latihan yang ada di atas teks dan mereka diperbolehkan untuk membuka kamus. Sayangnya, beberapa Ss tidak membawa kamus dan mereka akhirnya tidak mengerjakan latihan dengan serius. R melihat beberapa dari mereka mengantuk di kelas. Setelah Ss menyelesaikan latihan, ET bertanya kepada Ss siapa yang dapat menjawab pertanyaan dan menuliskannya di papan tulis. Beberapa Ss bergerak ke depan untuk menuliskan jawaban mereka di papan tulis sementara beberapa Ss di baris belakang menjadi diam. ET menanyakan satu per satu Ss yang berada di baris belakang untuk menjawab pertanyaan dari buku pelajaran. Beberapa Ss dapat menjawabnya tetapi sebagian lagi tidak dapat menjawab dan mereka berkata, “Saya tidak bisa bu” dan sebagian lagi terdiam. Ketika Ss tidak dapat menjawab pertanyaan, ET memilih yang lainnya untuk menjawab pertanyaan.

Setelah menyelesaikan latihan, ET mendiskusikan latihan yang baru saja dikerjakan dan menjelaskan tentang naratif teks, “generic structure” dan isi dari teks yang dibaca oleh Ss. Pada pukul 08.45, bel sekolah berbunyi dan pelajaran selesai. Setelah R melakukan observasi di kelas, ia menemukan banyak masalah pada saat proses pembelajaran bahasa Inggris di kelas VIII B. Masalah tersebut membuat proses belajar mengajar tidak berjalan dengan baik seperti ada beberapa Ss yang nampak sakit dan tampak mengantuk di belakang, ada beberapa yang ribut sendiri di belakang, dan ada beberapa yang menggambar saat ET sedang menjelaskan materi.

Untuk mengetahui masalah tersebut lebih jauh, R melakukan wawancara dengan Ss kelas VIII B yaitu G, M, dan H. G dan M tidak memperhatikan penjelasan ET karena kegiatan membaca tidak menarik buat mereka dan mereka merasa bosan dengan kegiatan membaca di kelas. R berkata, “Tadi saya amati kenapa G kok tidak memperhatikan ET ngajar malah ramai sendiri?” dan G menjawab, “Maaf Miss, bosan banget tadi”. Kemudian R bertanya kepada H, “Oh ya dek, tadi kamu sakit?”, H menjawab, “He,he tidak juga sih Miss Saya cuma ngantuk dikit soalnya kalau pas kelas reading saya gak begitu suka”. Sementara H berkata bahwa ia mengantuk di kelas karena tidak menyukai kelas membaca. R bertanya kepada H, “Kalau Mutiara kenapa tadi tidak memperhatikan ibu Sumiyati?” dan H menjawab, “Saya juga bosan pas pelajaran reading”.

R juga mengamati bahwa ketika ET menyuruh Ss mengerjakan tugas di buku pelajaran, Ss yang duduk di baris depan mengerjakan dengan serius tetapi beberapa Ss yang duduk di baris belakang membuat keributan. ET memperbolehkan Ss membuka kamus ketika Ss menjumpai kata-kata yang tidak dimengerti artinya oleh Ss. Tapi sayangnya ada beberapa siswa yang tidak membawa kamus sehingga mereka saling pinjam dengan teman temannya dan hal ini membuat kelas agak sedikit ramai. Selain itu R juga menemukan masalah lain ketika melakukan pengamatan. Ketika Ss selesai membaca dan mengerjakan tugas, ET bertanya kepada Ss untuk menjawab pertanyaan darinya. Akan tetapi, Banyak Ss yang duduk di belakang hanya diam, tidak menjawab dan sebagian menjawab dengan nada ragu ragu saat di tunjuk oleh ET untuk menjawab. Ketika Ss diam dan tidak menjawab, ET melanjutkan dengan menunjuk Ss yang lain untuk menjawab pertanyaan. R kembali mewancarai G dan M untuk mengetahui kenapa hal tersebut terjadi. G berkata, "He,he, takut salah jawab,,nanti teman-teman pada nyorakin saya.". Sementara M berkata, "Sama miss, lagian tadi dah di jawab yang di depan kok, jadi kan aku dah ada yang mewakili,,he,he". Lalu R bertanya kepada G mengapa mereka tidak bertanya kepada ET ketika menemukan kesulitan. G menjawab, "Wah tidak Miss, masih takut and malu kalau tanya ke guru. Karena temen temen nyorakin saya kalau pertanyaan saya terlalu mudah menurut mereka atau kalau saya jawab salah, mereka pasti menertawain saya".

Ketika R melakukan observasi di kelas, R melihat hanya dua orang yang duduk di depan yang terus menjawab, sementara yang lain diam dan bahkan R mengamati Ss yang duduk di belakang sibuk mengerjakan PR pelajaran lain selain bahasa inggris. Kemudian R melakukan wawancara dengan D untuk mengetahui kenapa masalah tersebut terjadi. R berkata, "Ayo Danang, kenapa tadi malah ngerjain PR matematika, kan kamu lagi pelajaran bahasa inggris". D menjawab, "Maaf Miss, tadi saya mengerjakan PR matematika karena PR sulit".

R dan C kemudian mendiskusikan masalah yang terjadi di kelas tadi dengan ET. ET berkata situasi tersebut memang sering terjadi di kelas VIII B karena kemampuan Ss di kelas VIII B berbeda dengan kelas yang lainnya. ET juga berharap dengan metode yang akan diterapkan oleh R di kelas VIIB akan memberikan peningkatan kemampuan Ss. R dan C meminta izin kepada ET untuk memulai melakukan penelitian minggu berikutnya dan ET menyetujuiinya. R dan C berpamitan kepada ET untuk pulang.

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#### FIELD NOTE 4

Tuesday, May 16, 2013

ET	: English Teacher (Ibu Sumiyati)	C	: Collaborator
R	: Researcher	D	: Danang
Ss	: Students	M	: Mel
Z	: Zikri	DA	: Danar
DE	: Dewi		

R dan C tiba di sekolah pada pukul 07.00 untuk melakukan penelitian di kelas VIII B untuk yang pertama kalinya. Mereka langsung menuju ruang guru untuk menunggu ET. Setelah beberapa menit akhirnya ET pun tiba. R, C dan ET melakukan briefing sebelum memulai melakukan penelitian. Dalam pertemuan pertama ini, R akan bertindak sebagai guru sedangkan C dan ET berperan sebagai pengamat. R, C dan ET kemudian menuju kelas VIII B.

R, C dan ET masuk ke kelas pada pukul 08.00. Situasi di kelas saat itu sedikit ramai. ET kemudian memberi salam kepada Ss, “Good morning Ss”, Ss menjawab, “Good morning mam”. ET kemudian menjelaskan kepada Ss bahwa hari ini yang akan mengajar adalah R sedangkan ia hanya akan mengamati saja. R menyapa Ss, “Good morning Ss, how are you today?”. Ss menjawab, “Good morning miss, i’m fine”. R kemudian mengabsen Ss satu per satu untuk melihat siapa yang tidak hadir di kelas.

R memulai kegiatan mengajar dengan memberikan materi tentang narrative teks. R bertanya pada Ss tentang semua yang berhubungan dengan teks naratif. R menanyakan pengertian text narrative, apa saja generic structurenya dan juga apa saja contoh-contohnya. Setelah melakukan tanya jawab kepada Ss, R menhidupkan laptopnya dan menyambungkannya ke proyektor. R memperlihatkan materi yang akan diajarkan ke dalam bentuk slide menggunakan power point dan menjelaskan kepada Ss definisi, contoh dan generic struktur naratif teks. Untuk membuat agar penjelasan lebih jelas, R memberikan teks yang sama dengan yang ada di slide dalam bentuk kertas kepada Ss satu per satu. Lalu R menjelaskan tentang isi teks dan menerangkan bagian-bagian dari naratif teks seperti orientation, complication dan resolution.

Setelah menjelaskan materi-materi yang diberikan, R melakukan tanya jawab dengan Ss. R mengamati bahwa hanya Ss yang duduk di baris depan yang merespon tanya jawab dari R. Kegiatan ini tidak berjalan dengan baik karena R mengamati selama R menjelaskan di depan kelas dengan menggunakan power point, terlihat anak-anak sedikit ramai sedikit di belakang dengan mengobrol sendiri-sendiri dengan teman sebangkunya. Hanya terlihat sebagian Ss yang duduk di depan tampak serius mendengarkan penjelasan dari R. Untuk mengetahui kenapa situasi tersebut terjadi R melakukan wawancara dengan D dan DA pada saat kelas selesai. R bertanya kepada D, “saya perhatikan kamu kok tidak memperhatikan saya malah ramai sendiri dengan teman-temanmu di belakang waktu saya menjelaskan materi? Kemudian D menjawab, “He he iya miss, maaf ya miss, soalnya tadi Aziz tanya terus ke saya soal

PR MTK”. Kemudian R bertanya ke DA, “Kalau kamu kenapa Danar, kok kamu ngrobrol sendiri tadi waktu saya menjelaskan materi?”. DA berkata, “Terus terang miss kalau pas pelajarannya cuma menjelaskan materi aja di depan kelas dengan power point kurang menarik miss”.

Setelah mengamati ternyata hanya Ss yang duduk di baris depan mendengarkan penjelasan R sementara Ss yang duduk di baris belakang berbicara satu sama lain. R kemudian meminta perhatian kepada Ss dan mereka terdiam sebentar. R bertanya kepada Ss apakah mereka ingin belajar bahasa Inggris dengan cara lain dan menarik. Ss menjawab, “Yes miss!”. Melihat Ss menjawab dengan antusias, R menjelaskan kepada mereka tentang teknik jigsaw dan bagaimana mengaplikasikannya di kelas.

R kemudian menyuruh Ss untuk membuat 7 grup jigsaw dan setiap grup jigsaw diisi oleh 5 Ss. R menyuruh Ss untuk memilih sendiri anggota kelompoknya agar dapat membentuk grup lebih cepat. R meminta beberapa Ss untuk membuat nama grup ahli dan menngumpulkannya di atas meja. Terdapat 7 nama grup jigsaw yaitu buaya, ular, kerbau, kucing, ikan, kelinci dan singa. Kemudian terdapat 5 nama grup ahli yaitu teks A, teks B, teks C, teks D, dan teks E. Setelah semua media ditentukan, R mengajak Ss untuk bergabung grup jigsaw.

Di pertemuan pertama ini, R memberikan 5 narrative teks dengan tidak memberikan judulnya. Ia hanya menggantinya dengan teks A, teks B, teks C, teks D, dan teks E. R menyuruh Ss untuk berdiskusi dan mencari judul atau topic dari seluruh teks tersebut. Tidak ada Ss yang mengetahui judul dari narrative teks sebelum mereka mendiskusikan teks tersebut di dalam grup ahli dan grup jigsaw kecuali R. Setelah semua grup jigsaw mendapatkan 5 narrative teks, R menyuruh Ss dari setiap anggota grup jigsaw untuk memilih satu teks. Jadi setiap Ss dari grup jigsaw memilih dan membaca teks yang berbeda. Setelah membaca teks mereka, Ss yang mempunyai yang mempunyai teks sama bergabung dengan grup ahli untuk mendiskusikan teks mereka. Sebagai contoh, Ss yang mendapat dan membaca teks A pindah dan bergabung dengan grup ahli yang dengan nama teks A. Sedangkan Ss yang mendapat dan membaca teks B pindah ke grup ahli dengan nama teks B.

Untuk membuat Ss lebih termotivasi dalam membaca teks, R mengatakan kepada Ss bahwa di akhir sesi, ia akan memberikan kuis dan siapa saja yang bisa menjawab pertanyaannya, Ss akan mendapatkan poin. Lalu, ia akan memberika Ss waktu untuk membaca dan ia akan menanyakan mereka untuk mengidentifikasi generic struktur dari teks. Setelah mereka selesai melakukannya, R menyuruh Ss yang mempunyai teks dengan judul yang sama untuk bergabung dengan grup ahli yang sama. Di grup ahli, R menyuruh Ss untuk berdiskusi satu sama lain dengan teman mereka apa yang diceritakan teks tersebut. Setelah mereka paham tentang teks tersebut, lalu mereka harus mencari dan menentukan judul, topik, dan ide utama teks. Setelah mereka selesai mendiskusikan di grup ahli, R menyuruh Ss untuk kembali ke grup jigsaw mereka masing-masing dan memberi tahu kepada teman mereka di grup jigsaw apa yang mereka dapat di grup ahli.

Kegiatan belajar mengajar menggunakan teknik jigsaw berjalan dengan baik karena Ss sangat antusias dan tertarik mengikuti kelas membaca. Hal tersebut dapat dilihat dari observasi yang dilakukan R yaitu R mengamati di group ahli Ss bersemangat berdiskusi dengan teman temannya di grup ahli. R juga mengamati Ss saling mempresentasikan isi textnya masing masing secara bergantian di grup jigsaw. R melihat Ss tidak ada yang diam, mereka semua aktif mempresentasikan di groupnya masing masing Ss aktif dalam proses belajar kelas membaca baik ketika di grup jigsaw maupun grup ahli. Di grup ahli, mereka aktif berbagi, berdiskusi dan bertanya satu sama lain tentang teks yang mereka baca. Di grup jigsaw, mereka aktif menceritakan apa yang mereka pelajari dan diskusikan dari grup ahli. Tidak ada murid yang pasif, diam dan mengantuk di kelas. R kemudian melakukan wawancara dengan ET dan Ss untuk mendukung pengamatan yang dilakukannya setelah kelas selesai. R mewancarai ET dan ET menjawab, “Miss metode yang menarik, nanti saya dikasi soft copy rpp nya yaa dan sebelumnya memang saya belum pernah menerapkan metode itu ke sekolah ini. Dengan teknik ini, anak anak lebih tertarik dan antusias untuk mengikuti kelas reading karena mereka jadi aktif membaca, berdiskusi dan mempresentasikan teksnya dengan teman teman satu groupnya”. Setelah itu R mewancarai M, R bertanya, “Ok, dek M. Saya mau tanya nih? Menurut kalian pembelajaran bahasa inggris tadi yang saya ajarkan dengan teknik jigsaw tadi gimana?”. M menjawab, “Bagus miss, saya senang, ini menarik”.

Di seksi akhir proses mengajar, R memberikan kuis untuk semua Ss di semua grup jigsaw. Hal tersebut dilakukan untuk mengetahui pemahaman Ss dan membuat kegiatan mengajar lebih menarik. Sebelum R memulai kuis, R menyampaikan 2 peraturan untuk kuis. Peraturan pertama, Ss yang pertama kali mengangkat tangannya mempunyai kesempatan untuk menjawab pertanyaan R. Peraturan kedua, Ss yang menjawab pertanyaan R dengan benar mendapat skor 10 poin.

Jenis pertanyaan di pertemuan ini adalah berbentuk esai. Semua pertanyaan di kuis ini berhubungan dengan semua topik yang telah dipelajari oleh Ss di grup jigsaw. Diliat dari pengamatan yang dilakukan R, R mengamati bahwa Ss sangat senang dengan kuis dan kompetisi antar group jigsaw yang diberikan oleh R. Ini bisa dilihat Ss saling berebut mengacungkan jari dan menjawab pertanyaan dari R. Untuk mengetahui situasi tersebut lebih baik, R mewancarai Z setelah kelas usai. Z berkata, “Menarik miss, saya suka mengikuti kuis itu selain dapat hadiah dengan kuis dapat termotivasi, apalagi pas sesi tanya jawab di sesi quiz tadi, semua group berkompetisi untuk meraih nilai”. Walaupun R berhasil mengadakan kuis dan Ss sangat senang mengikutinya. Di pertemuan pertama ini R menghadapi masalah ketika mengadakan kuis. R mendapat 2 masalah yang serius dalam quiz ini, pertama kelas terlihat sangat ramai sekali karena Ss saling berebut untuk menjawab pertanyaan pertanyaan dari R, Kedua, banyak siswa yang tidak puas dan protes karena siswa merasa mengangkat tangan terlebih dahulu tapi tidak ditunjuk oleh R untuk menjawab. Sebaliknya R menunjuk siswa lain dari grup lain untuk menjawab. R kemudian melakukan wawancara dengan D, B, dan DE setelah kelas selesai untuk mengetahui respon yang diberikan oleh Ss mengenai situasi tersebut. D mengatakan, “Asyik sih miss kalau

menurutku, tapi malah bikin kisruh miss tadi, kedengeran dari luar tadi gaduh banget nih kelas waktu quiz tadi”. B menjawab, “Ya pas kuis aja sih tadi kalah dari group lain. Sebenarnya tadi saya sama temen-temen bisa jawab pertanyaan dari miss ika tadi, cuma kan kita kalah cepat terus buat jawab miss, jadinya group lain deh yang jawab terus”. Sedangkan D merespon, “Iya betul tuh miss, masak tadi saya sudah acungkan tangan terus, tapi miss Ika nunjuknya malah orang lain”.

Pukul 09.00 kegiatan mengajar selesai, R, C dan ET berbincang di ruang guru untuk membahas kegiatan mengajar yang baru saja dilakukan. ET mengatakan kepada R bahwa diperlukan perbaikan pengaturan situasi di kelas supaya suasana kelas lebih kondusif dan kegiatan mengajar dapat berjalan dengan lebih baik. Setelah beberapa menit, R dan C berpamitan kepada ET dan pulang.

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### **FIELD NOTE 5**

Friday, May 17, 2013

ET	: English Teacher (Ibu Sumiyati)	C	: Collaborator
R	: Researcher	N	: Nico
J	: Jordan	O	: Oki
W	: Windarti	T	: Theo
D	: Dian		

Hari kedua penelitian, R dan C datang ke sekolah pada pukul 07.00. Mereka kemudian mendatangi ruang guru untuk menunggu ET. ET kemudian menanyakan kepada R dan C apakah bahan untuk mengajar sudah siap atau belum. ET kemudian menyuruh R dan C langsung menuju kelas VIII B untuk mengajar. Kali ini ET tidak menemani R dan C. R dan C masuk ke kelas pada pukul 08.00. R menyapa Ss, “Selamat pagi Ss”. Kemudian Ss menjawab, “Selamat pagi miss”. R mengabsensi Ss untuk mengetahui apakah ada yang tidak masuk kelas. Seperti pertemuan sebelumnya, R melakukan tanya jawab dengan Ss. R menanyakan kepada Ss apa yang dipelajari pada pertemuan sebelumnya, sementara C membantu R untuk menghidupkan laptop dan proyektor.

Untuk menghindari masalah yang sama pada saat pertemuan sebelumnya yaitu Ss tidak tertarik untuk melihat materi R di slide, jadi di pertemuan kedua ini R mencoba untuk membuat slide lebih menarik dengan menambahkan gambar dan latar yang menarik. R lalu menjelaskan materi yang ada di slide show kepada Ss. Hasilnya, Ss tertarik melihat materi yang ada di slide show dan banyak Ss menanggapi dengan bertanya satu sama lain ketika R menunjukkan beberapa gambar yang ada di slide. R kemudian mengingatkan kepada Ss kembali dengan menanyakan definisi dari narrative teks dan generic structure. Ss dapat menjawabnya dan mereka masih ingat apa yang diajarkan oleh R di pertemuan pertama.

R mengamati bahwa dengan menggunakan power point dalam menjelaskan materi di depan kelas masih tidak berjalan dengan sempurna. R mengamati sebagian Ss tidak memperhatikan penjelasan R di depan kelas. Itu bisa dilihat dari Ss yang

duduk di belakang malah sibuk memainkan hpnya dan ada Ss yang mengantuk. R dan C kemudian melakukan wawancara dengan Ss ketika kelas selesai. Jordan menjawab, “Sebenarnya udah bagus, cuma masalahnya siswa-siswa yang duduk dibelakang masih ada yang ngantuk and ada yang maenan telpon genggam”. Selain J, R juga melakukan wawancara dengan N. R bertanya, “Nico tadi saya amati kok malah maenan hape di belakang pas saya menerangkan pelajaran, benar to?”. N menjawab, “He he iya miss, kok tahu, maaf miss soalnya ada sms penting sih”. Selain itu, R juga mewawancarai RZ. R berkata, “Kata Mutiara kamu tadi ngantuk ya waktu saya nerangin materi?”. RZ menjawab, “He,he,he,,,iya miss, maaf, tadi malam tidur telat gara gara ada melekan di tetangga ada nikahan”.

Sebelum R menerapkan teknik jigsaw, R menyiapkan instrument terlebih dahulu untuk diaplikasikan seperti teks, nama grup jigsaw dan grup ahli. Setelah R selesai menjelaskan materi dan Ss sudah dapat mencari informasi yang spesifik dari teks, lalu R mulai menerapkan teknik jigsaw seperti pada pertemuan pertama. R menyuruh beberapa Ss untuk membentuk grup jigsaw dan menyuruh Ss untuk bergabung dengan grup jigsaw mereka seperti pada pertemuan sebelumnya. Di pertemuan kedua, R masih memberikan 5 narrative teks dengan tidak mencantumkan judul kepada setiap grup jigsaw. R hanya menuliskan teks A, teks B, teks C, teks D dan teks E untuk mengganti judul topik dan informasi spesifik dari semua teks.

Hanya R yang mengetahui judul dari teks narrative tersebut sebelum Ss mendiskusikan teks tersebut di dalam grup ahli dan grup jigsaw. Teks A berjudul rubah dan kambing, teks B berjudul Jaka Tarub, teks C berjudul Kenapa elang memburu anak ayam, teks D berjudul putrid salju, teks E berjudul rencana untuk membunuh ular. Setelah Ss mendapatkan teks mereka masing-masing, lalu teknik jigsaw mulai diterapkan. Aktivitas yang dilakukan sama seperti pertemuan pertama tetapi di pertemuan kedua judul dan isi teks berbeda dengan pertemuan pertama. Di pertemuan ini, Ss berdiskusi di grup jigsaw untuk fokus menemukan topic dan informasi spesifik dari narrative teks.

Ketika proses belajar menggunakan teknik jigsaw, R mengamati bahwa Ss sangat antusias untuk belajar narrative teks. Hal tersebut dapat dilihat Ss aktif ketika berdiskusi, membagi informasi teks mereka dan mempresentasikannya kepada anggota grup jigsaw mereka seperti pada pertemuan pertama. Tetapi masalah muncul ketika beberapa murid saling pinjam kamus dengan teman temannya karena ada beberapa murid yang tidak membawa kamus. Mereka yang tidak membawa kamus mengganggu murid-murid yang serius membaca teks. R melakukan wawancara dengan Ss ketika kelas selesai untuk mengetahui pendapat mereka tentang kelas membaca menggunakan teknik jigsaw. R ingin mengetahui mengapa mereka antusias mengikuti kelas membaca. R mewawancarai O dan berkata, “Gini dek Oki, Miss Ika mau nanya nanya dikit tentang pembelajaran reading bahasa inggris di kelas menggunakan teknik jigsaw gimana menurut adek?”. R juga mewawancarai W untuk menanyakan pendapatnya mengenai belajar membaca bahasa Inggris menggunakan teknik jigsaw. W mengatakan, “Bagus miss, kalau pas belajar reading tadi saya bisa



diskusi ama teman teman yang lain, saya termotivasi dan antusias untuk memahami text itu karena saya harus bisa mempresentasikan ke teman-teman grup jigsaw saya”.

Di sesi terakhir pelajaran R mengadakan kuis untuk Ss. Dalam pertemuan kedua ini peraturan kuis masih sama pada saat pertemuan pertama. Akan tetapi, di pertemuan kedua, C ikut membantu R untuk mengawasi dan mendesain Ss siapa yang mengangkat tangannya pertama kali dan siapa yang menjawab pertanyaan R degang benar. Hal tersebut dilakukan oleh R agar suasana kelas tidak lagi ramai seperti pada saat pertemuan pertama karena mereka saling berebut satu sama lain untuk menjawab pertanyaannya. Jenis pertanyaan dalam kuis ini masih sama yaitu berbentuk esai. Semua pertanyaan di kuis ini berhubungan dengan semua topik yang dipelajari oleh Ss di dalam grup jigsaw. Dari pengamatan yang dilakukan oleh R, Saat sesi quiz, Ss terlihat senang dan antusias mengikuti quiz. Ini dapat dilihat dari siswa siswa yang berebut menjawab soal dari R. Tidak hanya Ss yang duduk di bangku depan yang menjawab pertanyaan dari R, bahkan sekarang Ss yang tadinya duduk dibelakang sekarang mulai ikut menjawab soal soal dari R.

Di pertemuan kedua ini, C membantu R untuk mengawasi dan mengontrol Ss sehingga R dapat lebih awas dalam memilih mana yang mengacungkan tangan duluan dan berhak menjab pertanyaan dari R. Di pertemuan ini R dan C berhasil menurunkan tingkat keramaian dibandingkan pada pertemuan pertama. Untuk mengetahui pendapat dari Ss tentang kuis yang dibuat R, R mewancarai T dan T mengatakan, “Yah karena saya senang adanya kompetisi antar group tadi, jadi tiap group berebut untuk menjawab pertanyaan dan mendapatkan skor”. Walaupun R dan C dapat mengurangi keramaian di dalam kelas dibandingkan pada saat pertemuan sebelumnya dan R juga dapat memotivasi Ss yang pasif saat pertemuan sebelumnya menjadi aktif menjawab pertanyaan dari R, akan tetapi R masih mendapat masalah seperti saat pertemuan pertama yaitu Ss masih juga berebut dan saling mengklaim bahwa mereka yang harusnya berhak menjawab soal karena mengacungkan tangan terlebih dahulu. Lalu R melakukan wawancara untuk mengetahui respon dari Ss mengenai situasi tersebut. R mewancarai D dan bertanya, “Kenapa group kamu kalah?” dan D menjawab, “Soalnya kalah cepet terus waktu rebutan jawab soal-soalnya. Lagian tadi miss ika nunjuknya di group lain padahal groupku juga bisa jawab dan angkat tangan duluan”. R juga mewancarai C untuk mengetahui pendapatnya, C berkata, “Menurut saya, kuisnya udah menarik cuma masih ada murid yang berebut dan protes tentang siapa yang angkat tangan duluan dan berhak menjawab pertanyaan. Saya tadi juga kesulitan dalam mengawasi siswa dari group mana yang angkat tanganduluan”.

Pukul 09.00 kelas berakhir, R dan C kemudian berpamitan dan mengucapkan salam kepada Ss dan Ss pun merespon salamnya. R dan C menemui ET di ruang guru dan berbincang sebentar karena ET harus mengajar di kelas lain. Setelah itu, R dan C berpamitan pulang.

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### FIELD NOTE 6

Saturday, May 18, 2013

ET : English Teacher (Ibu Sumiyati)

C : Collaborator

R : Researcher

R dan C datang ke sekolah pada pukul 07.00. Sesampainya di sekolah R dan C langsung menuju ruang guru untuk menunggu ET. Setelah ET tiba, R dan C berbincang dengannya. ET kemudian menanyakan apakah bahan-bahan sudah disiapkan untuk mengajar. R dan C berkata kepada ET bahwa bahan-bahan sudah disiapkan. ET kemudian mempersilahkan R dan C untuk menuju ruang kelas VIII B.

R dan C masuk kelas dan menyapa Ss. Ss pun menyapa balik R dan C. R kemudian melakukan absensi untuk mengetahui apakah ada Ss yang tidak masuk kelas sebelum proses belajar dimulai. Dalam pertemuan ketiga ini, R masih berperan sebagai guru dan R ditemani oleh C sebagai pengamat. R memulai kegiatan di kelas dengan menanyakan Ss apa yang mereka pelajari pada pertemuan sebelumnya, sementara C membantu R untuk menghidupkan laptop dan proyektor.

R mengingatkan Ss kembali bagaimana mencari topik dan ide utama pada narrative teks. Lalu, R memberikan Ss sebuah teks yang berjudul “Kelinci dan Buaya”. Kemudian, R memberikan pertanyaan benar salah. Pertanyaan ini dibuat untuk mencari informasi spesifik yang ada di teks dan membantu Ss untuk memahami teks. R menanyakan kepada Ss apa topik teks tersebut. Tidak ada yang menjawab pertanyaannya. Tetapi setelah R memberikan jawaban pilihan, beberapa dari Ss dapat menjawabnya dengan benar.

Untuk mengantisipasi Ss berbicara dengan satu sama lain dan mereka mengantuk di kelas ketika R menjelaskan pelajaran, R tidak hanya menjelaskan materi dengan menggunakan slide di depan kelas tetapi ia juga berpindah ke baris tengah dan baris belakang untuk menjelaskannya. R melakukan hal tersebut untuk mengantisipasi Ss yang membuat keributan dan mengantuk di kelas. Tindakan tersebut dapat mengurangi Ss yang membuat keributan.

Pukul 09.00 kelas berakhir, R dan C kemudian mengakhiri pelajaran. R dan C keluar kelas dan langsung menemui ET. R dan C kemudian berpamitan untuk pulang karena tidak ingin mengganggu aktivitas ET.

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### FIELD NOTE 7

Monday, May 20, 2013

ET : English Teacher (Ibu Sumiyati)

C : Collaborator

R : Researcher

R dan C tiba di sekolah pada pukul 07.00 untuk melakukan penelitian. Mereka langsung menuju ruang guru untuk menemui ET. Setelah menunggu beberapa menit

ET datang dan mereka langsung menuju ke ruang kelas. Pada pertemuan keempat ini, R dan C ditemani oleh ET. R berperan sebagai guru sedangkan R dan C sebagai pengamat. R memulai kelas dengan mengucapkan salam kepada Ss dan Ss pun menyapa kembali. R melakukan presensi untuk mengatui apakah ada Ss yang tidak masuk kelas. Setelah itu, R menghidupkan laptop dan proyektor.

R menjelaskan materi kepada Ss melalui slide tetapi ketika R sedang menyampaikan materi di depan kelas, beberapa Ss yang duduk di baris belakang membuat keributan, mengantuk, tidak melihat materi dengan jelas dan tidak mendengar suara R dengan jelas. Untuk mengatasi masalah tersebut, R mengubah susunan kursi tempat Ss duduk dengan menyuruh Ss untuk membuat grup jigsaw sebelum R menjelaskan materi.

Tindakan tersebut dilakukan untuk menghentikan Ss membuat keributan lagi ketika mereka duduk di baris belakang dan untuk mengantisipasi Ss yang mengantuk di kelas. Selain itu, R melakukan tindakan tersebut agar Ss yang duduk di baris belakang dapat berpindah ke baris depan supaya mereka dapat melihat materi di slide dan mendengar suara R dengan jelas. Hal tersebut berhasil di pertemuan ini karena tidak ada Ss yang membuat keributan lagi dan tidak ada Ss yang mengantuk.

Proses belajar berjalan dengan baik dan berakhir pada pukul 09.00. R dan C berpamitan kepada Ss dan mengucapkan salam, Ss pun menyapa kembali. R dan C kemudian keluar kelas dan menemui ET. ET bertanya bagaimana kegiatan tadi, R dan C berkata kegiatan berjalan dengan baik. R dan C kemudian berpamitan kepada ET untuk pulang.

## FIELD NOTE 8

Tuesday, May 21, 2013

ET : English Teacher (Ibu Sumiyati)

C : Collaborator

R : Researcher

Pada pukul 07.00 R dan C tiba di sekolah untuk melakukan penelitian. R dan C langsung menuju ruang kelas karena ET sedang ada urusan sehingga tidak bisa menemui dan menemani masuk ke kelas. R kemudian mengucapkan salam kepada Ss dan Ss mengucapkan salam balik. R mengambil presensi untuk mengabsen Ss yang hadir dan tidak hadir. Setelah melakukan presensi, R menghidupkan laptop dan proyektor untuk mengajar dan menyampaikan materi kepada Ss.

Berdasarkan pada pertemuan keempat yang telah dijalani bahwa beberapa Ss merasa bosan ketika R menjelaskan pelajaran terlalu lama, jadi di pertemuan kelima ini R menjelaskan pelajaran menggunakan power point dengan singkat untuk mengantisipasi Ss merasa bosan. R hanya mengingatkan kembali kepada Ss bagaimana mencari informasi spesifik dari teks. R menunjukkan kepada Ss narrative teks dan menjelaskannya. R dapat mengatasi masalah pada pertemuan sebelumnya dengan menjelaskan materi dengan singkat.

Setelah menjelaskan materi, pada pukul 09.00 kelas berakhir. R dan C berpamitan kepada Ss. R dan C langsung pulang karena ET sedang tidak ada di ruangan.

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### **FIELD NOTE 9**

Wednesday, May 22, 2013

ET : English Teacher (Ibu Sumiyati)

C : Collaborator

R : Researcher

H : Hafida

Pukul 07.00 R dan C datang ke sekolah. Sesampainya di sekolah, R dan C langsung menuju ke ruang guru untuk menemui ET. Setelah beberapa menit, ET datang dan menyapa R dan C. R dan C berbincang dengan ET. Mereka mengatakan kepada ET bahwa hari ini adalah hari terakhir mereka melakukan penelitian di sekloah. ET berkata bahwa mereka harus mempersiapkan bahan-bahan untuk mengajar dengan baik sehingga kegiatan dapat berjalan dengan lancar dan mereka menuju ruang kelas.

R, C dan ET masuk ke kelas dan menyapa SS. Ss menyapa kembali kepada mereka. R kemudian melakukan presensi untuk mengetahui apakah ada Ss yang tidak masuk. R memberikan pengumuman kepada Ss bahwa hari ini adalah hari terakhir R mengajar Ss dan minggu depan ET yang akan mengajar seperti semula lagi. Ss pun terlihat sedih dan R berkata kepada Ss bahwa R dan C akan main ke sekolah apabila ada waktu. Di pertemuan keenam ini, R ditemani oleh C dan ET. C dan ET akan bertindak sebagai pengamat. Lalu, R menyalakan laptopnya dan menghidupkan proyektor.

Di pertemuan ini, R tidak lagi menjelaskan materi tentang narrative teks karena berdasarkan pada pertemuan sebelumnya R melihat bahwa Ss telah menguasai definisi dan generic struktur dari narrative teks. R lalu menyuruh Ss membuat grup jigsaw dan ia memberikan 5 narrative teks dan tidak memberikan judul teks kepada setiap grup jigsaw. Ia hanya menuliskan Teks A, Teks B, Teks C, Teks D, dan Teks E untuk mengganti judul dari teks tersebut. R menyuruh Ss untuk berdiskusi dan mencari judul serta topik dari seluruh teks tersebut.

Proses belajar berjalan dengan lancar karena Ss aktif untuk berdiskusi teks mereka di grup ahli. Ss tidak bertanya dan bertanya lagi kepada R tentang teks yang mereka baca. Ss dapat bekerja sama dengan baik oleh anggota mereka di grup ahli untuk mencari topik dan informasi yang spesifik dari teks mereka. Setiap Ss membawa kamus jadi tidak ada lagi Ss yang membuat keributan karena ingin meminjam kamus satu sama lain. Untuk mengetahui pendapat tentang situasi tersebut R mewancarai H setelah kelas berakhir. H mengatakan, “Masih seperti di pertemuan sebelumnya, murid murid aktif berdiskusi di grup ahli. Mereka semua sudah punya kamus, jadi mereka tidak berebut lagi soal kamus”.

Pada pertemuan kelima saat seksi kuis, Ss memprotes kepada R bahwa mereka dan grup mereka mendapat kesulitan ketika grup lain mendapat pertanyaan

yang mudah, maka pada pertemuan ini R hanya merevisi peraturan kedua kuis pada pertemuan sebelumnya sementara peraturan yang lain sama seperti pada saat pertemuan kelima.

Peraturan kuis pada pertemuan ini adalah satu, R mendesain setiap grup jigsaw untuk menjawab pertanyaan satu per satu tanpa berebutan satu sama lain dan tanpa mengangkat tangan terlebih dahulu. Kedua, anggota grup jigsaw dapat memilih nomor di kotak untuk membuka pertanyaan dan R tidak menunjukkan pertanyaan tersebut sebelum mereka memilihnya. Setelah peraturan tersebut diterapkan, kegiatan kuis dapat berjalan dengan lancar. Di akhir kuis, R memberikan hadiah kepada juara 1 dan juara 2 kepada Ss dari sesi pos tes dan pre tes. Selain itu, R juga memberikan hadiah kepada grup pemenang pada saat kegiatan kuis.

Pada pukul 09.00 kelas berakhir. R dan C berpamitan kepada Ss dan mereka langsung menuju ruang guru menemui ET. R dan C berpamitan kepada ET dan mengucapkan terima kasih karena telah diijinkan melakukan penelitian di SMP N 3 Mlati. R memberikan hadiah kenang-kenangan kepada ET sebagai ucapan terima kasih. ET kemudian memperbolehkan R dan C kembali lagi apabila ada yang mau ditanyakan. Setelah beberapa menit, R dan C berpamitan pulang kepada ET.

## 2

## INTERVIEW GUIDE

## **Interview Guide**

### **Pedoman wawancara dengan guru**

1. Apakah kegiatan membaca dengan menggunakan jigsaw teknik sudah berjalan dengan baik?
2. Bagaimana kegiatan pendahuluan kegiatan membaca dengan menggunakan jigsaw teknik?
3. Bagaimana kegiatan inti kegiatan membaca dengan menggunakan jigsaw teknik?
4. Bagaimana kegiatan penutup kegiatan membaca dengan menggunakan jigsaw teknik?
5. Apakah kegiatan pembelajaran menggunakan jigsaw teknik dapat meningkatkan kemampuan membaca siswa?
6. Kendala apa saja yang dihadapi dalam kegiatan pembelajaran menggunakan jigsaw teknik dalam meningkatkan kemampuan membaca siswa?
7. Apa saran dan pendapat ibu mengenai penerapan jigsaw teknik?

### **Pedoman wawancara dengan siswa**

1. Kesulitan apa yang adik temui ketika membaca teks?
2. Bagaimana cara adik mengatasi kesulitan-kesulitan ketika membaca teks?
3. Apa langkah-langkah membaca yang dijelaskan guru sudah jelas?
4. Apakah kegiatan pembelajaran menggunakan jigsaw tehnik dapat meningkatkan kemampuan membaca adik?
5. Menurut adik, lebih membantu mana belajar membaca dalam kegiatan pembelajaran menggunakan jigsaw teknik atau dengan kegiatan pembelajaran seperti biasanya?

## INTERVIEW TRANSCRIPTS

### Interview I

Monday, May 20, 2013

R: Researcher

ET: Ibu Sumiyati(English Teacher)

Transcript hasil wawancara dengan Ibu Sumiyati (guru bahasa Inggris) pukul 07.30

- R : Selamat pagi bu, bagaimana kabarnya?
- ET : Baik mbak, gimana mbak mau ngajar apa hari ini?
- R : Saya hari ini mau ngajar narrative text
- ET : Iya, ok mari kita menuju kelas VIIIB. Materinya sudah disiapkan kan?
- R : Sudah bu, saya buat seperti kemarin dalam bentuk slide power point.
- Transcript hasil wawancara dengan Ibu Sumiyati (guru bahasa Inggris VIIIB) pada pukul 09.05**
- ET : Bagaimana mbak tadi mengajarnya ada kesulitan ?
- R : Iya bu, ada beberapa masalah tadi.
- ET : Iya tadi saya liat mbak ika sedikit kesulitan mengatur situasi di kelas
- R : Menurut ibu, kegiatan membaca dengan teknik jigsaw yang saya lakukan tadi sudah berjalan dengan baik
- ET : Sebenarnya sudah berjalan dengan baik tetapi perlu ada perbaikan dalam manajemen kelas. Mbak ika harus bisa mengkondisikan situasi di dalam kelas sesuai dengan yang mbak ika inginkan.
- R : Iya bu, saya akan memperbaikinya. Penerapan penggunaan teknik jigsaw menurut ibu apakah dapat meningkatkan kemampuan membaca siswa ?
- ET : Hal tersebut dapat membantu meningkatkan minat belajar siswa khususnya reading. Saya harap dapat diterapkan terus di pertemuan-pertemuan berikutnya.
- R : Sedangkan kendalanya ketika teknik tersebut diterapkan apa ya bu ?
- ET : Ya seperti yang tadi sudah saya sampaikan tadi yaitu manajemen kelasnya mbak, karena guru seharusnya bisa mengendalikan situasi di dalam kelas sehingga murid-murid dapat belajar dengan kondusif.
- R : Untuk saran dan pendapat yang bisa ibu berikan kepada saya kira-kira apa ya bu ?
- ET : Penerapan teknik jigsaw dalam kegiatan membaca saat belajar mengajar sudah baik mbak dan harus diterapkan seterusnya. Cuma saya mempunyai sedikit saran untuk mbak ika sebaik se usai pertemuan perlu adanya review agar pertemuan berikutnya semakin baik.
- R : Terima kasih bu, saya akan melakukan seperti yang ibu sarankan.



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**Interview 2**

Monday, May 21, 2013

R: Researcher

FI: Falih Ivansalas

- R : Dik falih miss ika boleh tanya-tanya gak? Dik falih istirahatnya di tunda bentar gak apa-apa kan ?
- FI : Gak apa-apa miss, emang mau tanya apa miss ?
- R : Gini miss ika mau interview dik falih bentar, mau kan bantuin miss ika ?
- FI : Oh iya miss gak apa-apa.
- R : Miss ika mau nanya ke dik falih, tadi pas pelajaran ada kesulitan gak waktu baca teks ?
- FI : Alhamdulillah gak miss, aku bisa membaca dan ngerjain teks yang miss ika kasih tadi cuma ada kata-kata yang bingung
- R : Terus dik falih ngatasinnya gimana ?
- FI : Aku buka kamus miss biar bisa ngerti arti kata-kata yang aku bingung
- R : Terus waktu miss ika jelasin materi, dik falih paham gak ?
- FI : Saya ngerti miss Cuma suara miss ika aja tadi kurang keras.
- R : Ok deh lain kali miss ika lebih keras waktu jelasin materi, waktu mbak ika nerapin teknik jigsaw dik falas merasa terbantu gak waktu belajar membaca ?
- FI : Terbantu sekali mbak soalnya kita bisa sharing jadi memecahin kesulitannya gak sendiri-sendiri.
- R : Kalau gitu lebih enak mana, pake jigsaw apa belajar seperti biasanya ?
- FI : Lebih enak pake jigsaw miss soalnya kalau seperti biasa ngebosenin.
- R : Makasih ya dik falas, sekarang dik falas boleh jajan.
- 

**Interview 3**

Monday, May 21, 2013

R : Researcher

BI : Beta Yurlitasari

- R : Dik berta boleh minta waktunya sebentar ?
- BI : Iya miss, boleh kok emang kenapa miss ?
- R : Saya ganggu tidak nih?
- BI : Nggak kok miss.
- R : saya cuma pengen mewancarai dik berta, mau kan bantu miss ika buat nyelesain skripsinya pak bagus?
- BI : Mau miss, saya bantu, emang mau wawancarai tentang apa pak, kayak artis aja diwawancarai.

- R : Mau nanya tentang kegiatan belajar tadi di kelas, dik beta kesulitan gak waktu membaca teks ?
- BI : Sedikit miss soalnya ada kalimat yang saya gak ngerti.
- R : Terus dik beta ngatasinnya gimana ?
- BI : Saya buka kamus sama saya diskusi waktu di group tadi.
- R : Berarti teknik jigsaw yang miss terapin membantu ?
- BI : Membantu sekali miss jadi saya bisa mengatasi masalah waktu menemukan kesulitan ketika membaca teks dan mengerjakan.
- R : Lebih membantu mana pake jigsaw apa seperti biasa ?
- BI : Pake jigsaw miss soalnya saya bisa diskusi sama temen-temen.
- R : Kalau gitu miss ika gak sia-sia dong ngajar di sini, terus waktu miss ika ngajar ada yang gak jelas ?
- BI : Iya miss gak sia-sia soalnya saya merasa terbantu jadi bisa nemuin cara baru belajar, gak ada miss udah jelas cuman teksnya terlalu panjang miss kalo bisa yang pendek-pendek aja.
- R : Ok deh, kalo gitu miss ika bikin yang lebih pendek, makasih ya beta
- BI : Iya miss sama-sama
- 

#### **Interview 4**

Monday, May 21, 2013

- R : Researcher
- DA : Dinda Arum
- R : Permis dik, maaf nih ganggu makannya.
- R : Gak miss gak papa nih cuman lagi nyemil aja, mau apa miss ?
- A : Miss ika mau wawancara nih, mau kan bantu bentar ?
- AR : Iya miss gak apa-apa emang mau nanya apa miss ?
- R : Miss ika mau nanya ke dek dinda tadi waktu pelajaran dek dinda kesusahan gak waktu membaca dan mengerjakan teksnya ?
- A : Susah miss, soalnya aku gak dong sama teksnya habis kata-katanya gak ada yang aku tau sama teksnya panjang banget jadi pusing bacanya.
- R : Terus dek dinda gimana biar bisa ngerjainnya ?
- A : Saya buka-buka kamus miss sama nanya-nanya temen waktu diskusi grup.
- AR : Jadi miss ika nyuruh bikin grup jigsaw membantu kan ?
- A : Iya miss, saya bisa belajar dari temen-temen yang lebih pintar dari saya dan saya bisa memecahin masalah waktu ada kesulitan membaca sama ngerjain teks
- R : Lebih enak mana, belajar seperti biasa apa pake jigsaw ?
- A : Lebih enak pake jigsaw miss soalnya gak bosenin jadi saya bisa belajar bahasa inggris pake cara yang menyenangkan.

- R : Kalau gitu miss ika sukses dong nerapin teknik jigsawnya, oh iya waktu miss ika jelasin materi dek dinda sudah jelas ?
- AR : Iya miss sukses dong soalnya aku bisa belajar lebih baik, banyak sih miss tadi soalnya ak lemah di bahasa inggris.
- R : Terus kenapa gak nanya ?
- A : Habis aku malu miss.
- R : Kenapa kok malu ? kan miss ika gak apa-apa. Besok lain kali tanya ya. Makasih ya dek bela udah mau diwawancarai miss ika
- A : Iya miss sama-sama, lain kali saya bakalan nanya.

# 3

## LESSON PLAN

## LESSON PLAN

### SMP N 3 MLATI

Subject	: English
Education Level	: Junior High School
Grade/Semester	: VIII / II
Material / Meeting	: Narrative Text / 1
Language Skill	: Reading
Duration	: 4 x 40 minute
<b>Standard of Competence</b>	: Students understand the meaning of the functional written texts and short essays in the form of narrative texts related to the social environment.
<b>Basic Competency</b>	: Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.
<b>Objektivites</b>	: Given a narrative text, the students are able to respond to the meaning found in the narrative texts correctly.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Identifying the topic of narrative text.</li> <li>• Identifying the detailed information of narrative text.</li> <li>• Identifying the moral values</li> </ul>

## **Goal**

Students are to be able to find some information from the narrative text accurately, fluently and acceptably.

## **Material**

### **Activity 1**

#### **The definition, purposes, examples, and generic structure of narrative text**

- **The purpose of narrative text:**

To entertain the reader with a story

#### **Text organization :**

- 1) Orientation

It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

- 2) Complication

It is a series of complications or crisis points which arise in the story

- 3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

- 4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

- **Language features:**

- 1) Specific participant

Who is the participant in the text /story.

- 2) Time connectivity and conjunction

The time words that connect events to tell when they occur (for example, once upon a time, long time ago, then, later, when, etc.)

### 3) Action verbs

To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. ( for example, went, arrived, ate, etc)

- **The Example of Narrative text with the generic structure:**

<b>Generic structure</b>	<b>Title: Legend of Banyuwangi</b>	<b>Language features</b>
<b>Orientation</b>	Once upon a time, there was a local ruler named King Sulahkromo. The King had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.	<b>Participants:</b> Salahkromo, Sidopekso, Sri Tanjung
<b>Complication</b>	One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.	<b>Time connectivity and conjunction:</b> then, once upon a time,
<b>Resolution</b>	After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Wangi...Banyuwangi". this means "Fragrant water." Banyuwangi was born from the proof of noble and sacred love.	<b>Words showing actions in the past:</b> sent, killed etc

Orientation	: The King wanted Sri Tanjung to be his wife
Complication	: The King failed to get Sri Tanjung
Resolution	: Sidopekso killed Sri Tanjung
Topic	: The story about Legend of Banyuwangi

- **Introducing and how to find topic, title and main idea in the text**

- 1) Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: *what (who) is the paragraph about?*
- 2) Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text.
- 3) Main idea is sentence or sentences that provide the general message regarding that topic. Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words.
- 4) Title can be put from a topic of the text.

Study the examples below!

Long time ago there lived a poor boy. His name was Paul.

He lived in the forest with his old grandmother. She was ill but Paul had no money to take her to the doctor.

Then, he applied for a job. He was accepted as a driver. Finally, his effort could take her to the doctor. They paid the doctor well.

**The topic:**

Paul and his grandmother.

**The characters of the story**

Paul, grandmother, doctor

**The Setting of the story:**

A forest

**The main problem:**

Paul had no money to take grandmother to the doctor

**The climax of the story:**

Paul's effort could take his grandmother to the doctor.

The moral values of the story



Because of Paul's effort, he  
can take his grandmother to  
the doctor

## Activity 2

A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

### Text A

#### THE GREEDY KING

There was a king named Medas in Greece. He was very greedy. He loved gold most then anything else in the world. One day when Medas was counting his gold coins, an Angel told Medas, "You are very rich". Medas said, "I am not rich. I have very little gold". The Angel said, "You are not satisfied with so much gold. How much more do you want?" The king said, "I want a boon such that whatever thing I touch, it should become gold. The Angel said, "Ok, from tomorrow morning whatever you touch will become gold".

The next morning, when he touched a table and a chair, it became gold. He was very happy. When he was very hungry and thirsty, the servant brought food and water for him, and as soon as Medas touched food and the water it became gold. Medas started crying because he was very hungry. When his daughter saw him crying, she sat on his lap and, became a golden statue. Now he wept very bitterly.

The Angel appeared again. The king requested the Angel to take his boon back. He said, "I do not want gold. Man can live without gold but he cannot live without a piece of bread and a glass of water". The Angle took some water in a bowl and said him to sprinkle it on everything that had turned gold. Medas sprinkled the water on his daughter, table, chair, food, and on his clothes. Everything became as they were before. *So man should not be greedy of gold.*

Orientation : .....

Complication : .....

Resolution : .....

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic, the characters of the story, the setting of the story, the main problem of the story, the climax of the story and moral values of the text!

### Activity 3

- A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

#### Text B

#### RABBIT AND CROCODILE

Once upon a time, a rabbit wanted to cross a river but he could not swim. "How can I cross the river if there is not a bridge?" said the rabbit.

Then, he had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles in the river?" The boss of crocodile answered, "I don't know how many crocodiles in the river, my grandfather and my father never count them." "Why don't you count them?" asked the rabbit. The crocodile answered that he can't count.

"All of you are good, nice, gentle and kind, I will help you but first ask all your friends to make line in order. Later I will know how many crocodiles there are in the river," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river.

Just then, the rabbit started to count while jumping from one crocodile to another; one...two...three....four....until twenty, and finally, he thanked

all crocodiles because he had crossed the river. He said goodbye and told the boss of crocodile that there were twenty crocodile in the river.

Orientation : .....

Complication : .....

.....

Resolution : .....

.....

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic, the characters of the story, the setting of the story, the main problem of the story, the climax of the story and moral values of the text!

#### **Activity 4**

- A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

#### **Text C**

#### **THE OLD GRANDFATHER AND HIS GRANDSON**

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Beside this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough in clay bowl. He sat there and looked sadly at the table. He almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was a big.

The man and the women looked one another. They began to cry. They brought the old grandfather to table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

Orientation : .....

Complication : .....

.....

Resolution : .....

.....

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic, the characters of the story, the setting of the story, the main problem of the story, the climax of the story and moral values of the text!

### Activity 5

- A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

#### Text D

#### MOUSE AND FROG

Once upon a time, A Mouse who always lived on the land, by an unlucky chance, formed an intimate acquaintance with a Frog, who lived, for the most part, in the water.

One day, the Frog was intent on mischief. He tied the foot of the Mouse tightly to his own. Thus joined together, the Frog led his friend the Mouse to the meadow where they usually searched for food. After this, he

gradually led him towards the pond in which he lived, until reaching the banks of the water, he suddenly jumped in, dragging the Mouse with him.

The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon sputtered and drowned in the water, and his poor dead body floating about on the surface.

A Hawk observed the floating Mouse from the sky, and dove down and grabbed it with his talons, carrying it back to his nest.

The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

Orientation : .....

Complication : .....

.....

Resolution : .....

.....

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic, the characters of the story, the setting of the story, the main problem of the story, the climax of the story and moral values of the text!

### Activity 6

- A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

#### Text E

#### A PLAN TO KILL THE SNAKE

Once upon a time, there lived a bird family in a heavy forest. They built a nest of dry leaves and bushes. They were happy living there. One day, a black snake crawled onto the tree and found the bird's nests. the snake then ate all the bird chicks. The bird's parents couldn't do anything.

“We must find a way to kill the snake,” said the bird husband angrily.

“How can we?” asked the bird wife.

“I’ll take the necklace and clothes of the king and the queen when they are taking a bath in the river. I’ll put it in the snake’s hole.” said the bird husband.

On the next day, came a change for the king and queen to take a bath in the river. The bird husband flew of the river and stole their necklaces and clothes. Of course, the King’s servants saw this. They run following the bird. They were afraid because the king would give punishment if they failed to keep the King’s stuff.

The bird husband dropped the necklace and clothes in the snake’s hole. The king’s servants dug up the hole and found the black snake. They then killed the snake and took the king’s stuff.

*(Taken from Fantastic Stories from the Dreamland ;Comprehensive Reading for Young Learners).*

Orientation : .....

Complication : .....

.....

Resolution : .....

.....

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic, the characters of the story, the setting of the story, the main problem of the story, the climax of the story and moral values of the text!

Item	Information
------	-------------

The text tells about (Topic)	
The characters of the story	
The setting of the story	
The main problem of the story	
The climax of the story	
The moral values of the story	

## Method

Text-based language teaching

## Teaching and Learning Process

[illegible]

	<p><b>Joint Construction of the Text (JCOT)</b></p> <ul style="list-style-type: none"> <li>• Dividing students into 5 jigsaw groups.</li> <li>• Giving the students five texts to every jigsaw group, those are, texts A (Greedy King), text B (Rabbit &amp; Crocodile), text C (The Old Grandfather &amp; Grandson), text D (Mouse &amp; Frog) and text E (A Plan to Kill the Snake)</li> <li>• Asking each student to learn his / her own text, and making sure that the students have direct access only their text.</li> <li>• Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text.</li> <li>• Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the topic.</li> </ul> <p><b>Independent Construction of the Text (ICOT)</b></p> <ul style="list-style-type: none"> <li>• Bring the student back into their jigsaw group. Asking each student to present her or his text to the jigsaw group mates. Encourage others in the groups to ask questions for clarification.</li> <li>• Giving every student quiz related to all topics studied by the students in jigsaw groups.</li> </ul>	<p>40 minutes</p> <p>50 minutes</p>
3.	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• Helping the students concluding the materials</li> <li>• Closing the meeting by concluding the materials.</li> </ul>	<p>10 minutes</p>



### **MEDIA, EQUIPMENT AND SOURCE OF MATERIALS**

Media : Material papers / book  
 Equipment : White board, tables, chairs and board marker  
 Source : Curriculum (KTSP), material book "English and Focus" by Artono Wardiman & "Scaffolding" by Joko Priyana for grade VIII

Yogyakarta, 21 April 2013

Acknowledge by:

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### **Assessment**

#### **Session I**

- 1. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.**

A. Sometimes later, the lion was caught in a trap by the hunters, who desired to carry him alive to the circus, tied him to a tree while they went in search of wagon to carry him on.

B. The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

C. Once, when the lion was a sleep, a little mouse began running up and down upon him; this soon awaked the lion.

D. Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. Then, the lion and the mouse ran away while the mouse said “wasn’t I right? I could replied your kindness

E. The lion placed his huge paw upon him, and opened his big jaws to swallow him. The little mouse felt very afraid and he could not move anywhere. “Pardon, o king,” cried the little mouse, “forgive me this time, I shall never forget it; who knows I may be able to do you a turn some of these days?”.

**2. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.**

A. The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. The goat was very confused and scared then he asked the fox how to get out from the well.

B. A fox fell into a well and couldn't get out. And then a thirsty goat came along. Seeing the fox in the well and asked the fox if the water was good "Good", said the fox "It's the best water I've tasted in all my life. Come down and try it by yourself."

C. The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said; "If you only had thought carefully about getting out, you wouldn't have jumped into the well."

D. The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

E. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

**3. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.**

**Little Red Riding Hood**

A. The stone struck goliath and he fell to the ground. And finally, David freed his people from the terror of goliath.

B. No one except a young shepherd boy dared volunteer to fight goliath. The shepherd boy's name was David. He was armed with only a sling.

C. Goliath challenged the Israelites to send a leader to fight with him. "if he can kill me, we shall be your slaves," he boasted. "But if I kill him, then you shall be our slaves."

D. The stone struck goliath and he fell to the ground. And finally, David freed his people from the terror of goliath.

E. No one except a young shepherd boy dared volunteer to fight goliath. The shepherd boy's name was David. He was armed with only a sling.

F. Once upon a time, the Israelites were at war with the philistines. The leader of the philistines was a giant named goliath, who was three metres tall. A spear was long across his shoulders and a heavy sword hung from a belt around his waist.

G. When goliath saw David, he laughed, "what?" are you the only one they can send to fight with me ? why, I will tear you apart and feed you the birds ! "Then he charged at David with his sword. Calmly, David took a stone, put it on his sling and shot carefully at the giant's eyes.

**4. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.**

A. The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon sputtered and drowned in the water, and his poor dead body floating about on the surface.

B. Once upon a time, A Mouse who always lived on the land, by an unlucky chance, formed an intimate acquaintance with a Frog, who lived, for the most part, in the water.

C. One day, the Frog was intent on mischief. He tied the foot of the Mouse tightly to his own. Thus joined together, the Frog led his friend the Mouse to the meadow where they usually searched for food. After this, he gradually led him towards the pond in which he lived, until reaching the banks of the water, he suddenly jumped in, dragging the Mouse with him.

D. Hawk observed the floating Mouse from the sky, and dove down and grabbed it with his talons, carrying it back to his nest.

E. The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

**5. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.**

A. On his return to his place, Midas tried out his new power. Everything he touched, it became gold. Then, he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into little gold statues. Midas cried. He hurried to Bacchus.

B. Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch. Midas had found out that all gold in the world did not bring any happiness.

C. Once there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world.

D. At the end of the ten days, Midas took Silenus back to the god Bacchus. Bacchus was very happy to see his lost friend. He said to Midas, "I will grant you any wish you make." Midas was very happy. Then, he asked everything he touched would turn into gold.

E. One day as Midas sat on his throne, his servant came to him with an old man. "Master," said the servant. "We have found this person around your orchard. He's Silenus, the friend of the god Bacchus." Midas had an idea. He welcomed the old man as his guest for ten days.

## Session II

**Read the following legend of Banyuwangi, and then make a summary by listing important information in the boxes**

### The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The King had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu...Wangi...Banyuwangi”. this means “Fragrant water.” Banyuwangi was born from the proof of noble and sacred love.

*(Taken from : Scaffolding English for Junior High School Students)*

1) Who was Raden Sidopekso?

2) Who was Sri Tanjung?

3) Why did the King want Sri Tanjung to be his wife?

4) Why was the Prime Minister very angry with his wife?

5) How did Raden Sidopekso kill his wife?

6) What was finally proved in the story?



## LESSON PLAN

### SMP N 3 MLATI

Subject	: English
Education Level	: Junior High School
Grade/Semester	: VIII / II
Material / Meeting	: Narrative Text / 2
Language Skill	: Reading
Duration	: 4 x 40 minute
<b>Standard of Competence</b>	: Students understand the meaning of the functional written texts and short essays in the form of narrative texts related to the social environment.
<b>Basic Competency</b>	: Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.
<b>Objevtives</b>	: Given a narrative text, the students are able to respond to the meaning found in the narrative texts correctly.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Identifying the topic of narrative text.</li> <li>• Identifying the detailed information of narrative text.</li> <li>• Identifying the moral values</li> </ul>

**Goal**

Students are to be able to find some information from the narrative text accurately, fluently and acceptably.

**Material****Activity 1****How to find topic and main idea from the text.**

- Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: *what (who) is the paragraph about?*
- Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text.
- Main idea is sentence or sentences that provide the general message regarding that topic.

Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words.

**Read the following text below and answer the questions.**

One day, in an Arabian city, a woman went to the market and bought a beautiful hen. A few days later to her surprise the hen she bought laid a silver egg.

If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

**Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!**

- |  |     |     |
|--|-----|-----|
| 1. The woman surprised because the hen laid a golden egg | (T) | (F) |
| 2. The hen died because the hen laid more eggs           | (T) | (F) |
| 3. From the text we may conclude that the woman was kind | (T) | (F) |
| 4. The woman is rich because of the hen                  | (T) | (F) |

5. The hen died because it ate too much (T) (F)

**What do the following words refer to?**

1. She (paragraph 1, sentence 2) refers to

**Activity 1**

**Text A**

**A FOX AND A GOAT**

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said; "If you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

**After you read the text, discuss with your expert group mate and answer the question of the text.**

**What do the following words refer to**

1. He (paragraph 2, sentence 2) refers to.....
2. You (paragraph 2, sentence 4) refers to .....
3. I ( paragraph 2, sentence 5) refers to.....

4. He (paragraph 3, sentence 1) refers to.....

5. He ( paragraph 4, sentence 2) refers to.....

**Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left.**

- |  |   |   |
|--|---|---|
| 1. The fox could get out by himself              | T | F |
| 2. After the goat drunk, he had a way to get out | T | F |
| 3. The goat did what The fox asked               | T | F |
| 4. The fox did not keep his promise to the goat  | T | F |
| 5. An old man helped the goat to go out          | T | F |

## **Activity 2**

### **Teks B**

#### **JAKA TARUB**

Jaka Tarub was one of the ordinary people who got married with beautiful goddess, dewi nawangwulan. It was told in the story that young Jaka Tarub was a villager who liked to study reading Al Qur'an. He also liked to help his parents cultivating their rice fields.

When he grew up, he was very handsome. Everybody admired him. One day he got very serious ill. All of the villagers were very sorry about it especially Jaka Tarub's mother who was very anxious with his illness. Only in a few days Jaka Tarub's whole skin itched and got abscess and this made his face ugly.

All of the efforts had been done to cure him from his illness but they couldn't help him until there was a priest who told him to bath in the lake during the full moon for several times. Jaka tarub did what the priest ordered, and finally he recovered from his illness. One day, when he was still in the lake, he met a beautiful Goddess, she is Dewi Nawangwulan, they fell in love each other. Finally they got married

**After you read the text, discuss with your expert group mate and answer the question of the text.**

1. He (paragraph 1, sentence 3) refers to.....
2. Their (paragraph 1, sentence 3) refers to .....
3. They ( paragraph 3, sentence 1) refers to.....
4. She (paragraph 3, sentence 3) refers to.....
5. They ( paragraph 3, sentence 3) refers to.....

**Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!**

1. No one admired Jaka Tarub because he was so cruel.  
T                      F
2. Jaka Tarub got married with beautiful goddess, Nawang Wulan.  
T                      F
3. Jaka Tarub was ugly because his illness  
T                      F
4. Dewi Nawang Wulan helped Jaka Tarub to recover from his illness.  
T                      F
5. During the full moon for several times Jaka Tarub take a bath in the lake  
T                      F

### **Activity 3**

#### **Teks C**

##### **Why Do Hawks Hunt Chick**

Once upon a time, a hawk flew down from the sky and asked the hen, “Will you marry me?”.

The hen loved the brave, strong hawk and wished to marry him, but, she said, “I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together.”

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me,” said the hawk. It so happened that

the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster.

The hen was so frightened at the rooster’s anger that she threw away the ring immediately. When the hawk came a few month later, the hen told him the truth. The hawk was so furious he cursed the hen.

“Why didn’t you tell me earlier? now, you’ll always be scratching the earth, and I’ll always be flying above to catch your children, and eat them” said the hawk.

**After you read the text, discuss with your expert group mate and answer the question of the text.**

1. He (paragraph 1, sentence 3) refers to.....
2. They (paragraph 2, sentence 2) refers to .....
3. It ( paragraph 3, sentence 5) refers to.....
4. His (paragraph 4, sentence 2) refers to.....
5. They ( paragraph 5, sentence 2) refers to.....

**Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!**

1. Both the Hawk and the Rooster want to marry with the Hen  
           T                      F
2. The Hen was unfaithfull to the Rooster  
           T                      F
3. The Hawk was patient when the Hen told the truth  
           T                      F
4. The Hawk gave a flower to show that the Hen promised to marry with him.  
           T                      F
5. The Roosted was so furious he cursed the Hen  
           T                      F

## Activity 4

### Text D

#### Snow White

Once upon the time there lived a little girl named Snow White. She lived with her aunt and uncle, because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle. Because they both wanted to go to America and they did not have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this. She decided it would be best if she ran away. The next morning she ran away when her aunt and uncle were having breakfast. She ran away into the woods.

Snow White felt very tired and hungry, but she went on continue her running. She did not know where she would go. Then she saw a little cottage. She knocked but there was no answer so she went inside and finally she felt asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There, they found Snow White sleeping. Then she woke up. She saw the dwarfs. The dwarfs said, what is your name? Snow White said “My name is Snow White”. She told them her journey and the reason why she ran away. Doc, one of the dwarfs said, “If you wish, you may live here with us”. Snow White said, “Oh, That’s wonderful, Thank you”. Then Snow White and the seven dwarfs lived happily even after.

**After you read the text, discuss with your expert group mate and answer the question of the text.**

**What do the following words refer to**

1. She (paragraph 1, sentence 2) refers to.....
2. They (paragraph 2, sentence 2) refers to .....
3. They ( paragraph 5, sentence 2) refers to.....

4. She (paragraph 5, sentence 4) refers to.....

5. You ( paragraph 6, sentence 1) refers to.....

**Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left.**

- |  |   |   |
|--|---|---|
| 1. Snow White lived with her parent.                     | T | F |
| 2. The seven dwarfts and Snow White did not live happily | T | F |
| 3. Her Aunt and uncle wanted to take her to America      | T | F |
| 4. Snow White met with the seven dwarfs in the castle    | T | F |
| 5. Snow White ran away into the wood                     | T | F |

### **Activity 6**

#### **Text E**

#### **A PLAN TO KILL THE SNAKE**

Once upon a time, there lived a bird family in a heavy forest. They built a nest of dry leaves and bushes. They were happy living there. One day, a black snake crawled onto the tree and found the bird's nests. He then ate all the bird chicks. The bird's parents couldn't do anything.

"We must find a way to kill the snake," said the bird husband angrily. "How can we?" asked the bird wife. "I'll take the necklace and clothes of the king and the queen when they are taking a bath in the river. I'll put it in the snake's hole." said the bird husband.

On the next day, came a change for the king and queen to take a bath in the river. The bird husband flew of the river and stole their necklaces and clothes. Of course, the King's servants saw this. They run following the bird. They were afraid because the king would give punishment if they failed to keep the King's stuff.

The bird husband dropped the necklace and clothes in the snake's hole. The king's servants dug up the hole and found the black snake. They then killed the snake and took the king's stuff.



*(Taken from Fantastic Stories from the Dreamland ;Comprehensive Reading  
for Young Learners).*

**What do the following words refer to**

1. They (paragraph 1, sentence 2) refers to.....
2. He (paragraph 2, sentence 4) refers to .....
3. We ( paragraph 2, sentence 1) refers to.....
4. I (paragraph 2, sentence 2) refers to.....
5. They ( paragraph 3, sentence 3) refers to.....

**Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!**

1. The bird family lived in a heavy forest happily  
T                      F
2. A black snake ate all the birds  
T                      F
3. The bird husband stole the necklace and gave it to the King  
T                      F
4. The Kings servants dug up the hole and found the black snake  
T                      F
5. King's servants killed the bird husband  
T                      F

**Method**

Text-based language teaching

Teaching and Learning Process

No	Steps	Duration
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Greetings and asking the students' condition.</li> </ul>	2 minutes

	<ul style="list-style-type: none"> <li>Asking the students who are absent in the class.</li> </ul>	3 minutes
2	<p><b>Main Activities</b></p> <p><b>Building knowledge of the field (BKOF)</b></p> <ul style="list-style-type: none"> <li>Asking the students about the materials which be taught in the previous meeting.</li> <li>Presenting the review about the materials will be learned by the students through picture/slide show related to the narrative text.</li> </ul> <p><b>Modelling of the Text (MOT)</b></p> <ul style="list-style-type: none"> <li>Teacher gives the review of the structural pattern and language features of the narrative model.</li> <li>Teacher gives the brief explanation about the strategies how to find the main idea, the topic and the title of the text.</li> <li>Teacher gives the brief explanation about the strategies how to guess the meaning of the words from the text.</li> <li>Teacher gives the brief explanation about the strategies how to find the specific information from the text.</li> </ul> <p><b>Joint Construction of the Text (JCOT)</b></p> <ul style="list-style-type: none"> <li>Dividing students into 5 jigsaw groups.</li> <li>Giving the students five texts to every jigsaw group, those are, texts A (a fox and a goat), text B (Jaka Tarub), text C (Why Do Hawks hunt Chick), text D (Snow White), and text E (A Plan to Kill The Snake).</li> </ul>	<p>15 minutes</p> <p>20 minutes</p> <p>35 minutes</p>

	<ul style="list-style-type: none"> <li>• Asking each student to learn his / her own text, and making sure that the students have direct access only their text.</li> <li>• Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text.</li> <li>• Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the topic.</li> </ul> <p><b>Independent Construction of the Text (ICOT)</b></p> <ul style="list-style-type: none"> <li>• Bring the student back into their jigsaw group. Ask each student to present her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification.</li> <li>• Giving the students quiz relate to all texts / topics studied by the students in the jigsaw groups.</li> </ul>	50 minutes
3.	<p>Closing</p> <ul style="list-style-type: none"> <li>• Helping the students concluding the materials</li> <li>• Closing the meeting by concluding the materials.</li> </ul>	10 minutes

### **MEDIA, EQUIPMENT AND SOURCE OF MATERIALS**

Media : Material papers / book

Equipment : White board, tables, chairs and board marker

Source : Curriculum (KTSP), material book "English and Focus" by Artono Wardiman & "Scaffolding" by Joko Priyana for grade VIII

Yogyakarta, 21 April 2013

Acknowledge by:

Teacher

Researcher

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## **LESSON PLAN**

### **SMP N 3 MLATI**

Subject	: English
Education Level	: Junior High School
Grade/Semester	: VIII / II
Material / Meeting	: Narrative Text / 2
Language Skill	: Reading
Duration	: 4 x 40 minute
<b>Standard of Competence</b>	: Students understand the meaning of the functional written texts and short essays in the form of narrative texts related to the social environment.
<b>Basic Competency</b>	: Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.
<b>Objektivtes</b>	: Given a narrative text, the students are able to respond to the meaning found in the narrative texts correctly.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Identifying the topic of narrative text.</li> <li>• Identifying the detailed information of narrative text.</li> <li>• Identifying the moral values</li> </ul>

**Goal**

Students are to be able to find some information from the narrative text accurately, fluently and acceptably.

**Material****Activity 1**

**Read the text carefully and explain to your group mates what the text tells about!**

Once upon a time, a rabbit wanted to cross a river but he could not swim. “How can I cross the river if there is not a bridge?” said the rabbit.

Then, he had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, “How many crocodiles in the river?” The boss of crocodile answered, “I don’t know how many crocodiles in the river, my grandfather and my father never count them.” “Why don’t you count them?” asked the rabbit. The crocodile answered that he can’t count.

“All of you are good, nice, gentle and kind, I will help you but first ask all your friends to make line in order. Later I will know how many crocodiles there are in the river,” said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river.

Just then, the rabbit started to count while jumping from one crocodile to another; one...two...three....four....until twenty, and finally, he thanked all crocodiles because he had crossed the river. He said goodbye and told the boss of crocodile that there were twenty crocodile in the river.

**Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!**

1. T – F The crocodile wanted to eat the rabbit.
2. T – F The rabbit could cross the river because he helped to count how many crocodiles in the river.

3. T – F There were twenty crocodile in the river.
4. T – F The crocodile never knew how many crocodile in the river if the rabbit did not count them.
5. T – F The boss of crocodile was very clever.
6. The story mainly tells us about ....
  - A. twenty crocodiles
  - B. the boss of the crocodile
  - C. a rabbit and twenty crocodiles
  - D. a rabbit and crocodiles
  - E. the boss of the crocodile and all his friends

### **Activity 2**

**Read the text carefully and explain to your group mates what the text tells about!**

#### **Text A**

This story takes place in Rome, where a Greek slave named Androcles escaped from his master and fled into the forest. There he wandered for a long time until he was weary, hungry and hopeless. Just then he heard a lion near him moaning and groaning and at times roaring terribly. Tired as he was, Androcles rose up and rushed away, as he thought, from the lion; but as he made his way through the bushes he stumbled over the root of a tree and fell down. When he tried to get up, there he saw the lion coming towards him, limping on three feet and holding his forepaw in front of him.

Poor Androcles was hopeless; he had not strength to rise and run away, and there was the lion coming upon him. But when the great beast came up to him instead of attacking him it kept on moaning and groaning and looking at Androcles, who saw that the lion was holding out his right paw, which was covered with blood and much swollen. Looking more closely at it Androcles saw a big thorn pressed into the paw, which was the cause of all the lion's trouble. Plucking up courage, he held the thorn and drew it out of the lion's paw, who

roared with pain when the thorn came out, but soon after finding such relief from it that he fawned upon Androcles and showed, in every way that he knew, to whom he owed the relief. Instead of eating him up he brought him a young deer that he had killed, and Androcles managed to make a meal from it. For some time the lion continued to bring the game he had killed to Androcles, who became quite fond of the huge beast.

.....( to be continued toText B)

**Find the meaning of the words below to help you understand the text!**

Slave	: .....	Escaped	: .....
Fled	: .....	Thorn	: .....
Weary	: .....	Bushes	: .....
Moaning	: .....	Groaning	: .....

**Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.**

- |   |   |   |
|---|---|---|
| 1. Androcles came from Rome.  | T | F |
| 2. Androcles escaped into the forest because he was hungry .            | T | F |
| 3. The lion could not kill Androcles because Androcles was very strong. | T | F |

### **Activity 3**

**Read the text carefully and explain to your group mates what the text tells about!**

#### **Text B**

.....(continued from TextA)

But one day a number of soldiers came marching through the forest and found Androcles. As he could not explain what he was doing, they took him prisoner and brought him back to the town from which he had fled. Here his master soon found him and brought him before the authorities. Soon Androcles



was sentenced to death for fleeing from his master. Now it used to be the custom to throw murderers and other criminals to the lions in a huge circus, so that while the criminals were punished, the public could enjoy the scene of a fight between them and the wild beasts.

So Androcles was sentenced to be thrown to the lions, and on the appointed day he was led forth into the Arena and left there alone with only a spear to protect him from the lion. The Emperor was in the royal box that day and gave the signal for the lion to come out and attack Androcles. But when it came out of its cage and got near Androcles, what do you think it did? Instead of jumping into him it fawned him and stroked him with its paw, it made no attempt to do him any harm.

It was of course the lion which Androcles had met in the forest. The Emperor, surprised at seeing such a strange behavior in so cruel a beast, called Androcles to him and asked him how the lion lost all its cruelty. So Androcles told the Emperor all that had happened to him and how the lion was showing its gratitude for relieving the thorn from his right paw. The Emperor pardoned Androcles and ordered his master to set him free, while the lion was taken back into the forest and let loose to enjoy liberty once more.

*Adapted from:* [www.storiestogrowby.com](http://www.storiestogrowby.com)

**Find the meaning of the words below to help you understand the text!**

Came marching	: .....	Soldier	: .....
Fled	: .....	Prisoner	: .....
Sentenced to death	: .....	Fleeing	: .....
Wild beasts	: .....	A spear	: .....
Gratitude	: .....		

**Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.**

1. Androcles was sentenced to death by the Emperor.

T      F

2. Androcles was led into the arena and he fought against the lion.

T      F

3. The lion finally could kill Androcles in the arena.

T      F

4. Throwing murderers and other criminals to the lions in a huge circus was a custom in Rome.

T      F

#### **Activity 4**

**Read the text carefully and explain to your group mates what the text tells about!**

#### **Text C**

Sherlock Holmes was a famous private detective who lived in London with his best friend, Dr. Watson, a retired British army doctor. Together they helped each other to solve mysterious cases. Both lived at 221 Baker Street in London.

One day, a beautiful lady named Miss Morstan came to the house for some help. Dr. Watson fell in love for the first time with her. Miss Morstan told Holmes, “my father, Captain Morstan has been lost since returning to England from India in 1878. From then on, I always receive a beautiful pearl every year on the date my father lost.” “This morning,” she continued, “I got a letter asking me to come to Lyceum Theater at 8 p.m tonight. So, please, accompany me to go there.”

At Lyceum Theater, a man named Theodore Sholto greeted the three of them. “Miss Morstan, my name is Theodore Sholto. Nice to see you,” he said. “Do you want to know about your father’s death? Let me tell you. My father and yours were friends during their service in India.” “One day, they found the treasure of Agra and they promise to share it when they returned to England. But your father broke the promise and they had a severe quarrel and your father got a heart attack and soon died.”

.....( to be continued to Text D)

**Find the meaning of the words below to help you understand the text!**

Retired	: .....	Lost	: .....
Army	: .....	Receive	: .....
Pearl	: .....	Treasure	: .....

**Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.**

- |   |   |   |
|---|---|---|
| 1. Dr.Watson was a detective  | T | F |
| 2. Dr.Watson and Sherlock Holmes helped each other to solve a mysterious case.  | T | F |
| 3. Captain Morstan has been lost since returning to England from Paris in 1878. | T | F |
| 4. Miss Morstan's father was dead because he was killed by the murderer.        | T | F |

### **Activity 5**

**Read the text carefully and explain to your group mates what the text tells about!**

#### **Text D**

.....(continued from Text C)

“A few years later my father was seriously ill and he told my brother and me the truth and asked us to divide the treasure fairly. He told us to send you a pearl each year.”“Before he could tell the place of the treasure, an ugly face appeared in the window and killed my father then the murderer ran into the dark of the night.”

“Finally we found father's treasure was kept in Pondicherry Lodge, an old house of my father and now we would like to divide the treasure.” Theodore ended the story.Holmes, Dr. Watson, Miss Morstan, and Theodore went to

Pondicerry Lodge. When they arrived there they found that Theodore's brother had died. He was killed by a poisoned thorn and the treasure was gone.

Holmes and Dr. Watson investigated the case. They found that there were two murderers in the case. One was one-legged man and the other one was a Pigmy man. As soon as they found out about the murder, the police chased these men on the river. The Pigmy man was shot dead and the one-legged man was caught. Unfortunately, the treasure was thrown into the river. "The treasure belonged to us the sign of four: me, the Pigmy man, and my two Indian friends. Your fathers had stolen it from us in India," said the one-legged man.

Finally, Miss Morstan could not become a rich lady but this was a good thing for Dr. Watson because he was able to marry Miss Morstan.

**Find the meaning of the words below to help you understand the text!**

Treasure	: .....	Poisoned	: .....
Pearl	: .....	Appeared	: .....
Chased	: .....		

**Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.**

- Theodore's father was dead because he was seriously ill.  
T      F
- Theodore's father saved treasure in Pondicherry Lodge.  
T      F
- Two murderers in the case were one was one-legged man and the other one was a Pigmy man.  
T      F
- The Pigmy man was shot dead and the one-legged man was caught by the detective  
T      F

### **Activity 6**

**Read the text carefully and explain to your group mates what the text tells about!**

**Text E**

Far, far away there was a grove of shady mango trees. On one of the green trees there lived a cuckoo and a crow. They were quite alike in appearance. Both the birds were black. Only the crow was a little bigger. The cuckoo would lay all her eggs in the crow's nest. For quite some time they lived as good friends. The cuckoo had a sweet voice and often she would fill the grove with her sweet melody.

One day, a traveller passed by. Night fell and there was darkness all around. The traveller was tired. So he decided to spend the night under the huge mango tree on which the crow and the cuckoo lived. The night was exceedingly pleasant. The three and surrounding made the cuckoo feel supremely happy. She kept singing the whole night long and the passer-by was simply captivated by cuckoo's sweet song.

Night passed. The day dawned. It was now the crow's turn to caw. His voice was so harsh to the ears that the traveller soon left the place. When the crow saw the traveller leave the place, in disgust he felt jealous of the sweet-voiced bird. When the cuckoo had gone away in search of food the crow went to the nest in desperation and breaking all the eggs, he threw them down. The cuckoo, finding all her eggs smashed, was mad with grief. She went to the crow and said, "Oh brother, we had always lived like friends. What made you break all my eggs?" "Well sister, as you sang, the unknown traveller stayed the whole night. When I started cawing he left the place. I felt insulted and broke all your eggs. Now let us both go to the traveller and ask him why he did so."

So, both the birds flew and flew till they spotted the traveller. When the crow asked him, he replied, "I was carried away by the cuckoo's enchanting voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so you should always live in harmony. You should not feel jealous of

your friend." These words of the passerby pacified both cuckoo and the crow. After that day they lived peacefully. The just and kind words of a traveller destroyed the ill feeling of jealousy in the crow just as a sprinkling of a little cold water settles the boiling milk.

**Find the meaning of the words below to help you understand the text!**

A grove : .....	captivated : .....
A cuckoo : .....	sweet song : .....
A crow : .....	dawned : .....
To caw : .....	harsh : .....

**Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.**

1. The crow and the cuckoo hadn't lived inharmony for a long time.  
T      F
2. The crow had a beautiful voice.  
T      F
3. The traveler came to the grove in themorning.  
T      F
4. In the night the cuckoo felt so happy because the night was pleasant.  
T      F
5. The traveler went away because of the harshvoice of the crow.  
T      F

### Method

Text-based language teaching

Teaching and Learning Process

No	Steps	Duration
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>Greetings and ask the students' condition.</li> </ul>	2 minutes

	<ul style="list-style-type: none"> <li>Asking the students who are absent in the class.</li> </ul>	3 minutes
2	<p><b>Main Activities</b></p> <p><b>Building knowledge of the field (BKOF)</b></p> <ul style="list-style-type: none"> <li>Asking the students about the materials which be taught in the previous meeting.</li> <li>Presenting the review about the materials will be learned by the students through picture/slide show related to narrative text.</li> </ul> <p><b>Modelling of the Text (MOT)</b></p> <ul style="list-style-type: none"> <li>Teacher gives the review of the structural pattern and language features of the narrative model.</li> <li>Teacher gives the brief explanation about the strategies how to find the main idea, the topic and the title of the text.</li> <li>Teacher gives the brief explanation about the strategies how to guess the meaning of the words from the text.</li> <li>Teacher gives the brief explanation about the strategies how to find the specific information from the text.</li> </ul> <p><b>Joint Construction of the Text (JCOT)</b></p> <ul style="list-style-type: none"> <li>Dividing students into 5 jigsaw groups.</li> <li>Giving the students five texts to every jigsaw group, those are, Texts A (Androles and the Lion Part 1), Text B (Androles and the Lion Part 2), Text C (The Sign of Four Part 1), Text D (The Sign of Four Part 2), and Text E (The Jealous Crow).</li> </ul>	<p>10 minutes</p> <p>20 minutes</p> <p>35 minutes</p>

	<ul style="list-style-type: none"> <li>• Asking each student to learn his / her own text, and making sure that the students have direct access only their text.</li> <li>• Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text.</li> <li>• Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text.</li> </ul> <p><b>Independent Construction of the Text (ICOT)</b></p> <ul style="list-style-type: none"> <li>• Bring the student back into their jigsaw group. Ask each student to present her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification.</li> <li>• Giving the students quiz relate to all topics studied by the students in the jigsaw groups.</li> </ul>	50 minutes
3.	<p>Closing</p> <ul style="list-style-type: none"> <li>• Helping the students concluding the materials</li> <li>• Closing the meeting by concluding the materials.</li> </ul>	10 minutes

### **MEDIA, EQUIPMENT AND SOURCE OF MATERIALS**

Media : Material papers / book

Equipment : White board, tables, chairs and board marker

Source : Curriculum (KTSP), material book "English and Focus" by Artono Wardiman & "Scaffolding" by Joko Priyana for grade VIII

### **Assessment**

#### **Session I**



**Based on Text E above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!**

1. T – F The crow and the cuckoo hadn't lived in harmony for a long time.
2. T – F The crow had a beautiful voice.
3. T – F The traveller came to the grove in the night.
4. T – F In the night the cuckoo felt so happy because the night was pleasant.
5. T – F The traveller went away because of the harsh voice of the crow.
6. T – F The cuckoo was jealous for crow's voice
7. T – F There were three travellers who take a rest under the huge mango tree.
8. T – F The crow broke all cuckoo's eggs because he felt insulted because the traveler went away when he hear the crow's voice.
9. T – F The Cuckoo decided to go away because his eggs are destroyed.
10. T – F The traveller went away from the grove in the morning.

**Based on the text A and Babove, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!**

11. T – F Androcles was a slave from Greek.
12. T – F Androcles saw a big thorn pressed into the left lion's paw.
13. T – F The lion did not kill Androcles because the lion's paw was injured.
14. T – F The lion bring the sheep he had killed to Androcles for his food because Androcles had help him to come the torn out from his paw.
15. T – F Androcles was sentenced to death by the Emperor because he escaped from him.
16. T - F Androcles was led into the arena and he fought against the lion.
17. T – F The lion finally could kill Androcles in the arena.
18. T – F Throwing murderers and other criminals to the lions in a huge circus was a custom in Rome.

**Based on Text C and Dabove, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!**

19. T – F Dr. Watson was a detective

20. T – F Dr. Watson and Sherlock Holmes helped each other to solve a mysterious case.
21. T – F Captain Morstan has been lost since returning to England from India in 1878.
22. T – F Miss Morstan's father was dead because he was killed by the pigmy man.
23. T – F Theodore's father was dead because he was seriously ill.
24. T – F Theodore's father saved the treasure in Pondicherry Lodge.
25. T – F Two murderers in the case were one was one-legged man and the other one was a Pigmy man.
26. T – F The Pigmy man was shot dead and the one-legged man was caught by the detective.
27. T – F Miss Morstan finally got the treasure from her father.

### Scoring Guide:

Yogyakarta, 10 April 2013

Acknowledge by:

Teacher

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## COURSE GRID

## COURSE GRID OF TEACHING OF TEACHING READING THROUGH JIGSAW TECHNIQUE

**School** : SMP Negeri 3 Mlati

**Subject** : Bahasa Inggris

**Class/ Grade** : VIII

**Semester** : 2

**Cycle 1 & 2**

STANDAR COMPET- ENCE	BASED COMPETEN- CE	ASSESSMEN T	LEARNING ACTIVITIES	INDICAT- ORS	LEARNING MATERIALS	TASKS	SOURCES, MEDIA AND EQUIPMENTS	MEETIN G/TIME
Students understand the meaning of functional written texts and short essays in the form of narrative text related to the social environment	Students are able to respond to the meaning and rethoric steps found in short functional written texts formed narrative	Group assessment	<p>BKOF</p> <ul style="list-style-type: none"> <li>Asking the students about the materials which be taught in the previous meeting.</li> <li>Presenting the review about the materials will be learned by the students through slide show related to narrative text.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>Teacher gives the review of the structural pattern and language features of the narrative model.</li> <li>Teacher gives the example of the narrative text.</li> <li>Teacher gives the strategies to find the topic and the main idea from the narrative text.</li> </ul> <p>JCOT</p> <ul style="list-style-type: none"> <li>Dividing students into 5 jigsaw groups.</li> <li>Giving the students five texts to every jigsaw group, those are, texts A (Greedy King), text B (Rabbit and Crocodile), text C (The Old Grandfather &amp; Grandson), text D (Mouse and</li> </ul>	<ul style="list-style-type: none"> <li>Identifying The topic of narrative texts</li> <li>Identifying the detail information of narrative texts</li> <li>Identifying the moral values</li> </ul>	<p>The narrative texts :</p> <ul style="list-style-type: none"> <li>The Greedy King</li> <li>Rabbit and Crocodile</li> <li>The Old Grandfather and His Grandson</li> <li>Mouse and Frog</li> <li>A Plan to Kill The Snake</li> </ul>	<p>1. Group task</p> <ul style="list-style-type: none"> <li>The text tells about (topic)</li> <li>The Characters of the story</li> <li>The setting of the Story</li> <li>The main problem of the story</li> <li>The climax of the story</li> <li>The moral values of the story</li> </ul>	<p><b>Sources:</b> Curriculum (KTSP), some additional materials from the internet, and material book English in Focus and Scaffolding</p> <p><b>Media and Equipments:</b> Laptop, projector, paper, and white board</p>	2/2x40

			<p>Frog), and text E (A plan To Kill the Snake).</p> <ul style="list-style-type: none"> <li>• Asking each student to learn his / her own text, and making sure that the students have direct access only their text.</li> <li>• Giving students time to read, identify the topic, characters, setting, main problems, climaxes of the story and moral values, understand their text at least twice and become familiar with the text.</li> <li>• Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the topic.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>• Bring the student back into their jigsaw group. Ask each student to present and to explain her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification.</li> <li>• Giving every student quiz related to all topics/ texts studied by the students in jigsaw groups.</li> </ul>					
<p><b>Meeting 2</b></p> <p>Students understand the meaning of functional written texts</p>	<p>Students are able to respond to the meaning and rhetoric steps found in</p>	<p>Group assessment</p>	<p>BKOF</p> <ul style="list-style-type: none"> <li>• Asking the students about the materials which be taught in the previous meeting.</li> <li>• Presenting the review about</li> </ul>	<ul style="list-style-type: none"> <li>• Finding the topic and the main idea from the text.</li> </ul>	<p>The Narrative Texts :</p> <ul style="list-style-type: none"> <li>- The Greedy King</li> <li>- Rabbit and Crocodile</li> </ul>	<p>2. Group task</p> <ul style="list-style-type: none"> <li>- The text tells about (topic)</li> <li>- The</li> </ul>	<p><b>Sources:</b> Curriculum (KTSP), some additional materials from the internet, and material book</p>	<p>2/4x40</p>

and short essays in the form of narrative text related to the social environment	short functional written texts formed narrative	<p>the materials will be learned by the students through picture/slide show related to the narrative text.</p> <p>MOT</p> <ul style="list-style-type: none"> <li>Teacher gives the review of the structural pattern and language features of the narrative model.</li> <li>Teacher gives the brief explanation about the strategies how to find the main idea, the topic and the title of the text.</li> <li>Teacher gives the brief explanation about the strategies how to guess the meaning of the words from the text.</li> <li>Teacher gives the brief explanation about the strategies how to find the specific information from the text.</li> </ul> <p>JCOT</p> <ul style="list-style-type: none"> <li>Dividing students into 5 jigsaw groups.</li> <li>Giving the students five texts to every jigsaw group those are, texts A (Greedy King), text B (Rabbit and Crocodile), text C (The Old Grandfather &amp; Grandson), text D (Mouse and Frog), and text E (A plan To Kill the Snake).</li> <li>Asking each student to learn his / her own text, and making sure that the students have direct access only their text.</li> <li>Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text.</li> </ul>	<ul style="list-style-type: none"> <li>Guessing the meaning of the words from the text.</li> <li>Finding the detail information from the text.</li> </ul>	<ul style="list-style-type: none"> <li>The Old Grandfather and His Grandson</li> <li>Mouse and Frog</li> <li>A Plan to Kill The Snake</li> </ul>	<p>Characters of the story</p> <ul style="list-style-type: none"> <li>The setting of the Story</li> <li>The main problem of the story</li> <li>The climax of the story</li> <li>The moral values of the story</li> </ul>	<p>"English in Focus and Scaffolding " for grade VIII published by Ortono and jaka priyana</p> <p><b>Media and Equipments:</b> Laptop, projector, paper, and white board</p>	
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			<ul style="list-style-type: none"> <li>• Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the topic.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>• Bring the student back into their jigsaw group. Ask each student to present and to explain her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification.</li> <li>• Giving every student quiz related to all topics / texts studied by the students in the jigsaw groups.</li> </ul>					
<p><b>Meeting 3</b></p> <p>Students understand the meaning of the functional written texts and short essays in the form of narrative texts related to the social environment.</p>	<p>Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.</p>	<p>Students are able to find some information from narrative text accurately, fluently and acceptably.</p>	<p>BKOF</p> <ul style="list-style-type: none"> <li>• Asking the students about the materials which be taught in the previous meeting.</li> <li>• Presenting the review about the materials will be learned by the students through picture/slide show related to narrative text.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>• Teacher gives the review of the structural pattern and language features of the narrative model.</li> <li>• Teacher gives the brief explanation about the strategies how to find the main idea, the topic and the title of the text.</li> <li>• Teacher gives the brief explanation about the strategies how to guess the meaning of the words from the text.</li> <li>• Teacher gives the brief explanation about the strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Finding the topic and the main idea from the text.</li> <li>• Guessing the meaning of the words from the text.</li> <li>• Finding the detail information from the text.</li> </ul>	<p>The Narrative Texts :</p> <ul style="list-style-type: none"> <li>- A Fox and A Goat</li> <li>- Jaka Tarub</li> <li>- Why Hawks Do Hunt Chick</li> <li>- Snow White</li> <li>- A Plan to Kill The Snake</li> </ul>	<p>a) What do the following words refer to</p> <p>b) Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left.</p>	<p><b>Sources:</b> Curriculum (KTSP), some additional materials from the internet and material book "English in Focus and Scaffolding " for grade VIII published by Ortono and Jaka priyana</p> <p><b>Media and Equipments:</b> Laptop, projector, paper, and white board</p>	

			<p>how to find the specific information from the text.</p> <p>JCOT</p> <ul style="list-style-type: none"> <li>• Dividing students into 5 jigsaw groups.</li> <li>• Giving the students five texts to every jigsaw those are, texts A (A Fox and A Goat) text B (Jaka Tarub), text C (Why Do Hawks Hunt Chick), text D (Snow White) and text E(A Plan to Kill The Snake)</li> <li>• Asking each student to learn his / her own text, and making sure that the students have direct access only their text.</li> <li>• Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text.</li> <li>• Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>• Bring the student back into their jigsaw group. Ask each student to present and to explain her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification.</li> <li>• Giving every student quiz related to all topics studied by the students in the jigsaw group</li> </ul>					
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<p><b>Meeting 4</b></p> <p>Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.</p>	<p>Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.</p>	<p>Students are able to find some information from narrative text accurately, fluently and acceptably.</p>	<p><b>BKOF</b></p> <ul style="list-style-type: none"> <li>Asking the students about the materials which be taught in the previous meeting.</li> <li>Giving the issue or phenomena about the fat matter.</li> <li>Presenting the review about the materials will be learned by the students through picture/slide show related to the analytical text.</li> </ul> <p><b>MOT</b></p> <ul style="list-style-type: none"> <li>Teacher gives an example of the analytical text.</li> <li>Teacher gives the review of the structural pattern and language features of the analytical model.</li> <li>Teacher compares the analytical model with the hortatory model, and discussion model.</li> <li>Teacher introduces title, topic and the main idea of the text and explains how to find them in the text.</li> </ul> <p><b>JCOT</b></p> <ul style="list-style-type: none"> <li>Dividing students into 5 jigsaw groups.</li> <li>Giving five texts to every jigsaw group and every student from each jigsaw group gets different texts. those are, texts A (A Fox and A Goat) text B (Jaka Tarub), text C (Why Do Hawks Hunt Chick), text D (Snow White) and text E(A Plan to Kill The Snake)</li> <li>Asking each student to learn his / her own text, and making sure that the students have direct access only their text.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and mentioning rhetoric steps of analytical exposition text.</li> <li>Identifying the topic, title and main idea from the text.</li> <li>Finding the specific information from the text.</li> <li>Guessing the meaning of the words from the text.</li> </ul>	<p>The Narrative Texts :</p> <ul style="list-style-type: none"> <li>A Fox and A Goat</li> <li>Jaka Tarub</li> <li>Why Do Hawks Hunt Chick</li> <li>Snow White</li> <li>A Plan to Kill The Snake</li> </ul>	<p>a) What do the following words refer to</p> <p>b) Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left.</p>	<p><b>Sources:</b> Curriculum (KTSP), some additional materials from the internet, and materia l book "English in Focus and Scaffolding " for grade VIII published by Ortono ans jaka priyana</p> <p>Erlangga.</p> <p><b>Media and Equipments:</b> Laptop, projector, paper, and white board</p>	
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			<ul style="list-style-type: none"> <li>• Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text.</li> <li>• Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>• Bring the student back into their jigsaw group and ask each student to present and to explain her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification.</li> <li>• Giving every student quiz related to all topics studied by the students in the jigsaw groups.</li> </ul>					
<p><b>Meeting 5</b></p> <p>Students understand the meaning of the functional written texts and short essays in the form of narrative texts related to the social environment.</p>	<p>Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.</p>	<p>Students are able to find some information from narrative text accurately, fluently and acceptably.</p>	<p>BKOF</p> <ul style="list-style-type: none"> <li>• Asking the students about the materials which be taught in the previous meeting.</li> <li>• Asking the students how to find the topic, main idea, and specific information from the texts</li> <li>• Presenting the review about the materials will be learned by the students through picture/slide show related to the analytical text</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>• Teacher gives an example of the analytical text.</li> <li>• Teacher gives some questions related to how to find topic, the main idea and specific</li> </ul>	<ul style="list-style-type: none"> <li>•Identifying The topic of narrative texts</li> <li>•Identifying the detail information of narrative texts</li> <li>•Identifying the moral values</li> </ul>	<p>The Narrative texts:</p> <p>a) Text A</p> <p>b) Text B</p> <p>c) Text C</p> <p>d) Text D</p> <p>e) Text E</p>	<p>a). Finding the meaning of the words below to help you understand the text</p> <p>b). Choose the best answer by giving the cross mark in the letter T if the statement is true and letter F is the statemen is False</p>	<p><b>Sources:</b> Curriculum (KTSP), some additional materials from the internet, and materia l book "English in Focus and Scaffolding " for grade VIII published by Ortono and jaka priyana</p> <p><b>Media and Equipments:</b> Laptop, projector, paper, and white board</p>	

			<p>information from the text.</p> <p>JCOT</p> <ul style="list-style-type: none"> <li>• Dividing the students into 5 jigsaw groups.</li> <li>• Giving five texts to every jigsaw group and every student from each jigsaw group gets different texts. Texts A (Androles and the Lion Part 1), Text B (Androles and the Lion Part 2), Text C (The Sign of Four Part 1), Text D (The Sign of Four Part 2), and Text E (The Jealous Crow).</li> <li>• Asking every student to learn his / her own text, and making sure that the students have direct access only their text.</li> <li>• Giving the students time to read, identify, analyze, understand their text at least twice and become familiar with the text.</li> <li>• Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text.</li> </ul>					

<p><b>Meeting 6</b></p> <p>Students understand the meaning of the functional written texts and short essays in the form of narrative texts related to the social environment</p>	<p>Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.</p>		<p><b>BKOF</b></p> <ul style="list-style-type: none"> <li>Asking the students about the materials which be taught in the previous meeting.</li> <li>Presenting the review about the materials will be learned by the students through picture/slide show related to narrative text.</li> </ul> <p><b>MOT</b></p> <ul style="list-style-type: none"> <li>Teacher gives the review of the structural pattern and language features of the narrative model.</li> <li>Teacher gives the brief explanation about the strategies how to find the main idea, the topic and the title of the text.</li> <li>Teacher gives the brief explanation about the strategies how to guess the meaning of the words from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying The topic of narrative texts</li> <li>Identifying the detail information of narrative texts</li> <li>Identifying the moral values</li> </ul>	<p>The Narrative texts:</p> <ul style="list-style-type: none"> <li>Text A</li> <li>Text B</li> <li>Text C</li> <li>Text D</li> <li>Text E</li> </ul>	<p>a). Finding the meaning of the words below to help you understand the text</p> <p>b). Choose the best answer by giving the cross mark in the letter T if the statement is true and letter F is the statemen is False</p>	<p><b>Sources:</b> Curriculum (KTSP), some additional materials from the internet, and material book English in Focus and Scaffolding</p> <p><b>Media and Equipments:</b> Laptop, projector, paper, and white board</p>	
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			<ul style="list-style-type: none"> <li>Teacher gives the brief explanation about the strategies how to find the specific information from the text.</li> </ul> <p>JCOT</p> <ul style="list-style-type: none"> <li>Dividing students into 5 jigsaw groups.</li> <li>Giving the students five texts to every jigsaw group, those are, Texts A (Androles and the Lion Part 1), Text B (Androles and the Lion Part 2), Text C (The Sign of Four Part 1), Text D (The Sign of Four Part 2), and Text E (The Jealous Crow).</li> <li>Asking each student to learn his / her own text, and making sure that the students have direct access only their text.</li> <li>Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text.</li> </ul>					
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			<ul style="list-style-type: none"><li>• Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text.</li></ul>					
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# 5

## PRE-TEST AND POST-TEST

**SOAL – SOAL PRE TEST**  
**SMP N 3 MLATI Grade VIII**

**Petunjuk**

- Tuliskan nama, no.urut siswa, dan kelas di atas lembar jawaban yang disediakan.
- Jawablah pertanyaan berikut ini dengan memilih salah satu jawaban yang anda anggap paling benar dengan memberikan tanda silang (X) pada huruf A,B,C, or D pada lembar jawaban yang disediakan.
- Anda mempunyai waktu 90 menit untuk mengerjakan soal-soal berikut.

**Text 1 (for questions number 1-5)**

Once Sangkuriang in his childhood was impolite to his mother, Queen Dayang Sumbi saw that she became very angry and hit his head that caused an ugly wound. The king who loved Sangkuriang very much was to angry with his wife and said that he would nothing more to do with her.

Fifteen years later Sangkuriang asked his father permisssion to take a trip to West Java. He met a beautiful lady and asked to marry him. Queen dayang Sumbi accepted. But when she saw the wound on Sangkuriang she prevented the marriage. Because of this sangkuriang was so angry and destroyed the boat he made for sailing on Bandung lake. Tangkuban Perahu Mount is named after the capsized boat.

1. What does the text tell us about?
  - A. Sangkuriang's childhood
  - B. The Legend of Sangkuriang
  - C. The Mother of Sangkuriang
  - D. Sangkuriang and Queen Dayang Sumbi
2. Queen Dayang Sumbi did not want to marry Sangkuriang anymore when she saw the.... on Sangkuriang's head.
 

A. Wound	C. Lake
B. Boat	D. Trip
3. What is the main idea of paragraph 2?
  - A. Sangkuriang met a beautiful lady and asked to marry him
  - B. The Tangkuban Prahui is named after the capsized boat
  - C. When Dayang Sumbi saw the wound on his head she prevented the marriage
  - D. Sangkuriang asked his father permission to take a trip to West Java
4. "The Queen Dayang Sumbi accepted." ( paragraph 2) . The antonym of the underlined word is...
 

A. cancelled	B. destroyed
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- C. refused  
D. received
5. What kind of text is that?
- A. Recount  
B. Descriptive  
C. Narrative  
D. Procedure

**Text 2 (for questions number 6-9)**

**The Lion and The Mouse**

Mr Lion was lying asleep, but awakened by a mouse running over his face. "How dare you!" he roared, and raised his paw to kill the mouse.

"Please, Sir," begged Miss mouse, "Let me go, and one day I may do something for you in return."

"You help me! Ha...ha...", laughed Mr. Lion, but he let her go.

One day, Mr. Lion was caught in a net spread by hunters.

"I can't get out!" he roared angrily.

"But I can help you," said a tiny voice, and upran Miss Mouse, who nibbled and gnawed at the ropes until the lion was free.

"There," She said proudly, "If you had not let me go, I would not have found a way to help you."

6. What was Mr.Lion doing when there was a mouse running over his face?
- A. He was sleeping  
B. He was lying asleep  
C. He was roaring  
D. He was raising his paw
7. There, she said proudly.  
The underlined word refers to...
- A. The writer  
B. Mr.Lion  
C. A tiny voice  
D. Miss Mouse
8. "But I can help you, said a tiny voice...  
The antonym of the underlined word is...
- A. Big  
B. Large  
C. Loud  
D. High
9. Mr.Lion laughed at the mouse because the mouse...
- A. Run over Mr.Lion face  
B. Begged Mr.Lion to let her go

- C. Promised to help Mr.Lion
- D. Nibbled and gnawed at the ropes

**Text 3 (for questions numbers 10-15)**

**The Purse of Gold**

A beggar found a leather purse that someone had dropped in a market place. Opening it, he discovered that it contained 100 pieces of gold. Then he heard a merchant shouted, “A reward! A reward to the one who find my leather purse!”

Being an honest man, the beggar came forward and handed the purse to the merchant saying, “Here is your purse. Will you keep your word to give a reward now?”

“Reward?” scoffed the merchant greedily counting the amount of gold. “The purse I dropped had 200 pieces of gold in it. You’ve already stolen more than the reward I’ll give to you! Go away or I’ll tell you to the police.”

“I’am an honest man,”said the beggar defiantly. “Let’s take this matter to the court!” In the court, the judge patiently listened to both sides of the story and said, “I believe you both. Justice is possible! Merchant, you stated that the purse you lost contained 200 pieces of gold. Well, that’s considerable cost. But the purse the beggar found had only 100 pieces of gold. Therefore, it couldn’t be the one you lost.”

And, with that, the judge gave the purse and all the gol to the beggar.

10. What is the main idea of the third paragraph?
- A. The stole 100 pieces of gold
  - B. The purse had 200 of gold in it
  - C. The merchant did not keep his words
  - D. The merchant told the beggar to the police
11. Why did the judge think that the purse did not belong to the merchant?
- A. The merchant did not want to give the reward to the beggar.
  - B. The purse the beggar found had only 100 pieces of gold.
  - C. The beggar had already stolen more than the reward
  - D. The merchant was an honest man
12. “The purse I dropped had 200 pieces of gold in it.”
- What does the underlined word refer to....
- A. The gold
  - B. The beggar
  - C. The merchant
  - D. The leather purse
13. “Justice is possible” The underlined word has the meaning as....

- A. Truth
- B. Fairness

- C. Equality
- D. Legitimacy

14. What is the moral value of the story?

- A. Be honest
- B. Be greedy
- C. Be patient
- D. Be defiant

15. The writer's purpose of the text above is ...

- A. to describe the duties of the urban service department.
- B. to explain the readers about how to collect garbage.
- C. to conclude the arguments about why there are many complaints for the Colony's garbage collection.
- D. to entertain or to amuse the reader

**Text 4 (for questions numbers 16-19)**

Once upon a time, there were a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala's necklace to her baby. The queen woke up and she was holding a Komala's necklace in her hand. She told her dream to the king, and he was very happy.

Shortly, the queen's dream became reality, she was delivered a beautiful baby girl. The king named her, Komala. She grew up as a pretty girl, however, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle, and finally, she found it in a beach. She shouted to it, "Penyubusuk wait for me", in several times, but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call the beach, Penyusuk.

*Adapted from <http://www.halloenglish.web.id>*

16. What does the story tell us?

- A. A bad attitude girl.
- B. A kingdom in Belinyu.
- C. The legend of Penyubusuk.
- D. The legend of Penyusuk beach.

17. What is the main idea of the last paragraph?

- A. The King permitted Komala to find the turtle.

- B. The celebration of Komala's birthday.
  - C. Komala drowned and disappeared into the sea after trying to catch the turtle.
  - D. The turtle disappeared.
18. Komala had a bad attitude because ....
- A. she was a princess
  - B. her father was a king
  - C. she was a beautiful girl
  - D. her parents spoiled her very much
19. Until then she finally drowned ... (last paragraph).
- The synonym of the word "drowned" is ....
- A. disappeared
  - B.. swam
  - C. sank
  - D. sing

**Text 5 (questions for number 20-23)**

**Pooh and the Honey Pot**

Apart from seeing Christopher Robin, there is nothing Pooh like better than eating honey. So when Christopher Robin brought Pooh some honey one day, Pooh was doubly happy! "Don't eat all at once, chuckled Christopher. Put in a safe place ion case a Heffalump comes along and tries to steal it!".

Christopher was only joking, of course, but Pooh wasn't taking any chances. He did put the honey in a safe place, and then he went to bed and fell asleep. But he began to dream that a Heffalump was trying to steal his honey!.

Pooh awoke with a surprise and ran to his cupboard. And the pot of honey wasn't there! "Oh no", cried Pooh. "I wasn'tdreaning! There really was a Heffalump here in my house!"

Making noises which he hoped would frighten thHeffalump. Winnie-the-Pooh looked under bed. Well, he didn't find a Heffalump, but he did find his pot of honey!.

"Silly me!" he laughed. "Thast's where I put the honey to keep it safe! Still a safer place would be in my tummy!" So he ate the honey, and then fell sleep again.

20. From the first paragraph we know that...
- A. Pooh liked nothing
  - B. Pooh disliked seeing Christopher Robin
  - C. Pooh did not like eating
  - D. Pooh liked eating honey best

21. Who stole the honey?
- A. Christopher Robin
  - B. Heffalump
  - C. Pooh
  - D. No one
22. What did Pooh do at last to keep his honey?
- A. He ate the honey
  - B. He keep it in a pot
  - C. He put it under the bed
  - D. He put it in the cupboard
23. "Still a safer place would be in my tummy!"
- The underlined word has the same meaning as
- A. Pot
  - B. Cupboard
  - C. A safe place
  - D. stomach

**Text 6 (for questions number 24-27)**

Once upon a time there was a beautiful girl called Sarah, who lived with her stepmother. Her stepmother was very bossy, greedy, and arrogant. She hated Sarah a lot.

One day when her father was working outside, the stepmother hit Sarah and expelled her from the house. She went outside and walked far away from the house. Suddenly, she saw a big melon farm and went in it. After that, she hid in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. "Cut this melon. I want to eat it," the prince said. The prince's guards started to cut the melon, but they heard a voice from it. Sarah said, "Don't cut me, please!" They were surprised at this situation. The prince said, "Who are you? Calm down, please come out." After that, she came out. Then, he fell in love with her.

She told him her story, so the prince decided to marry her and they lived happily ever after.

24. What is the story about ?
- a. A good prince who lived with his father
  - b. A beautiful girl who lived with his aunt
  - c. A naughty girl who became a good girl
  - d. A beautiful girl who lived with her stepmother
25. A poor girl who lived in a big melon is the main idea of the paragraph...
- a. 1
  - b. 2

c. 3

d. 4

26. Where did Sarah hide ?

a. In her room

b. On an oak tree

c. In a big melon

d. In the prince's castle

27. "The prince's guards started to cut the melon..."

(paragraph 3)

The synonym of the word "started" is...

a. decided

b. abandoned

c. ended

d. began

**Text 7 (for question number 28-31)**

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee Santo Borneo to steal it. The princes, together with one hundred soldiers, set sail to Borneo in twelve sailing junks.

When they arrived in Borneo, they set out immediately to find the famous mountain. Their journey up the rugged slopes of Mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then, Wee Bin had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

Next, he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then, he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the real pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail to China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his son's return.

28. The text is about...

a. The story of a dragon

- b. The story of Mount Kinabalu
- c. The story of the emperor of China
- d. The story of how to get a pearl

29. Paragraph 5 show us...

- a. What Wee San did to find the pearl
- b. What the Emperor of China did to find the pearl
- c. Why people believed that the pearl was important
- d. What Wee San and his brother did to find the pearl

30. "Then, he placed the fake pearl in a bag, slung it across his shoulder..."(Paragraph 5)

- a. The pearl
- b. The real pearl
- c. The fake pearl
- d. The bag with the fake pearl inside

**Text 7 (for questions number 32-35)**

### **The Clever Judge**

Once a lion, a fox, and a donkey set off for a day's hunting after agreeing that each was to have an equal share of what was caught. After a time, they were able to pull down and kill a fat buck; and the lion asked the donkey to be so good as to divided the prize. As farily as he could, the obliging donkey cut up the buck into three equal parts, and then he invited the lion to tkae his choice.

At this, the lion new into violent rage, sprang on the poor donkey, and killed him with a power ful blow. Then the lion told the fox to divide the meat. The fox did, but he was cunning, he lie put aside a big heap for the lion's share, and kept only small piece for him.

On seeing this, the lion looked very pleased. Master fox "he said, "this is very satisfactory. Who tught you to be so clever?"

"The dead donkey has been my teacher," remplied the fox."From this foolish conduct I have learned to be wise."

32. "Once a lion ,a fox and a donkey...."

The synonym of the underlined word is ...

- A. A horse
- B. A dog
- C. A wolf
- D. A deer

33. The lion killed the donkey because he....

- A. Wanted to divide the buck by himself

- B. Was very hungry and want to eat
  - C. to get bigger part of the buck of meat
  - D. Caught the buck and wanted to have an equal sharee
34. On seeing this, the lion looked very pleased. “Master Fox”, he said “this is verysatisfactory...( par.3)
- The words word ‘he’ refers to....
- A. Donkey
  - B. Fox
  - C. Lion
  - D. Buck
35. What we can learn from this story?
- A. We have to divide something as fairly as possible
  - B. We should be as strong as lion
  - C. Experience is a good teacher
  - D. No pain no gain

\*GOOD LUCK\*



# 6

## SCORE PRE-TEST AND POST-TEST

### PRE-TEST AND POST-TEST SCORE

No	Nama	Score	
		Pre-Test	Post-Test
1	Abdul Aziz Aji.W	5,42	6
2	Alfan Dhika.N	5,71	6,29
3	Beta Yurlitasari	5,14	6
4	Danang Tri.A	6,57	7,14
5	Deva Galang.N	5,14	6,29
6	Dewi Rizki.A	6,57	7,43
7	Dinda Arum.S	6	6,85
8	Erlina Dwi.A	5,42	7,14
9	Evita Pranisa	7,71	8,56
10	Falih Ivansalas	7,71	8,86
11	Febri Nur.C	5,71	6,57
12	Gani Teguh.B	7,43	8,3
13	Hafida Ulya.A	5,71	6,57
14	Hepy Eka.Y	7,14	8
15	Ihya ulumuddin	6,85	7,71
16	Jordan Dino.I	5,42	6,29
17	Meli Marlina	4,86	6
18	Miftakhul Faris.M	4,86	6,29
19	Muhammd Fajar.A	5,71	6,85
20	Muhamad Kirdi	7,43	8,3
21	Muhamad Suranto	6	7,14
22	Mutiara Sabela	7,14	8
23	Nanda Iqbal.N	7,14	8,3
24	Nico Setyawan	4,86	6
25	Novendra Satria.P	5,71	6,85
26	Oki Oktavia	7,14	8
27	Putri Savitri	5,71	6,57

28	Reza Bagus.D	5,71	6,85
29	Reza Pradana	5,42	6,29
30	Risvanda Danang.S	6,85	7,71
31	Tri Nur.U	6,57	7,43
32	Ummi Khasanah	6	7,14
33	Vio Ariyanto	6,29	7,43
34	Windarti	6	6,57
35	Yusuf Efendy	5,14	6,29

7

SCORE OF THE QUIZ

No	Name of the Group	I	II	III	Total point
1.	THE CROCODILE	30	10	20	60
2.	THE SANKE	20	30		50
3.	THE BUFFALO	30	20	20	70
4.	THE CAT	10	10	30	50
5.	THE FISH	40	40	20	100
6.	THE RABBIT	10	10	10	30
7.	THE LION	10	40	30	80

# 8 ATTENDANCE LIST

## Attendace List

Subject : English  
Grade : VIII B

Semester :II  
Researcher :Ika Kusriani

Teacher :Sumiyati, S.Pd

No	Name	16 May	21 May	22 May	23 May	28 May	29 May	30 May
1	Abdul Aziz Aji.W	*	*	*	*	*	*	*
2	Alfan Dhika.N	*	*	*	*	*	*	*
3	Beta Yurlitasari	*	*	*	*	*	*	*
4	Danang Tri.A	*	*	*	*	*	*	*
5	Deva Galang.N	s	*	*	*	*	*	*
6	Dewi Rizki.A	*	*	*	*	*	*	*
7	Dinda Arum.S	*	*	*	*	*	*	*
8	Erlina Dwi.A	*	*	*	*	*	*	*
9	Evita Pranisa	*	*	*	*	*	*	*
10	Falih Ivansalas	*	*	*	*	*	*	*
11	Febri Nur.C	*	*	*	*	*	*	*
12	Gani Teguh.B	*	*	*	*	*	*	*
13	Hafida Ulya.A	*	*	*	*	*	*	*
14	Hepy Eka. Y	*	*	*	*	*	*	*
15	Ihya ulumuddin	*	*	*	*	*	*	*
16	Jordan Dino.I	*	*	*	*	*	*	*
17	Meli Marlina	*	*	*	*	*	*	*
18	Miftakhul Faris.M	*	*	*	*	*	*	*
19	Muhammd Fajar.A	*	*	*	*	*	*	*
20	Muhamad Kirdi	*	*	*	*	*	*	*
21	Muhamad Suranto	*	*	*	*	*	*	*
22	Mutiara Sabela	*	*	*	*	*	*	*
23	Nanda Iqbal.N	*	*	*	*	*	*	*
24	Nico Setyawan	*	*	*	*	*	*	*
25	Novendra Satria.P	*	*	*	*	*	*	*
26	Oki Oktavia	*	*	*	*	*	*	*
27	Putri Savitri	*	*	*	*	*	*	*
28	Reza Bagus.D	*	*	*	*	*	*	*
29	Reza Pradana	*	*	*	*	*	*	*
30	Risvanda Danang.S	*	*	*	*	*	*	*
31	Tri Nur.U	*	*	*	*	*	*	*
32	Ummi Khasanah	*	*	*	*	*	*	*
33	Vio Ariyanto	*	*	*	s	*	*	*
34	Windarti	*	*	*	*	*	*	*
35	Yusuf Efendy	*	*	s	s	s	*	*

9

# OBSERVATION SHEET



**CLASSROOM OBSERVATION DURING THE IMPLEMENTATION  
(OBSERVATION SHEET)**

Date : 21 May 2013

Time : 07.00-09.00

Place : VIIIB, SMPN 3 Mlati

Collaborator : Arya

No	Researcher's Activities	Yes	No
1	The researcher opens the class by greeting and asking students's condition	√	
2	The researcher leads a pray		√
3	The researcher checks students's attendance	√	
4	The researcher introduces the topic to the students	√	
5	The researcher introduces an example of the text	√	
6	The researcher asks students to study the text	√	
7	The researcher explains the generic structure and language features of the text	√	
8	The researcher guides the students to develop the text	√	
9	The researcher collects students' works	√	
10	The researcher asks students's difficulties during the teaching and learning process	√	
11	The researcher concludes the materials	√	
12	The researcher reviews the next materials	√	
13	The researcher closes the lesson	√	

No	Students' Activities	Yes	No
1	The students pays attention to the researcher's explanation	√	
2	The students are active during the teaching and learning process	√	
3	The students understand the researcher's explanation	√	
4	The students read the text	√	
5	The students identify the content of the text	√	
6	The students cooperate well in group	√	
7	The students ask the researcher when they have questions about the materials	√	

# 12

## LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FORM BS/33-01  
10 Jan 2011

Nomor : 0446a/UN.34.12/DT/V/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

3 Mei 2013

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

***USING JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL AT THE SECOND YEAR OF SMP N 3 MLATI YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013***

Mahasiswa dimaksud adalah :

Nama : IKA KUSRIANI  
NIM : 09202244043  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Mei 2013  
Lokasi Penelitian : SMP N 3 Mlati

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMP N 3 Mlati





**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/3920/15/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY Nomor : 0446a/UN.34.12/DT/V/2013  
Tanggal : 03 Mei 2013 Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : IKA KUSRIANI NIP/NIM : 09202244043  
Alamat : KARANGMALANG, YOGYAKARTA  
Judul : USING JIGSAW TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL AT THE SECOND YEAR OF SMP N 3 MLATI YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013  
Lokasi : SLEMAN Kota/Kab. SLEMAN  
Waktu : 06 Mei 2013 s/d 06 Agustus 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 06 Mei 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susiloyati, SH  
NIP. 19580120 198503 2 003

**Tembusan:**

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY
4. Dekan Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta
5. Yang Bersangkutan

# 10

## DOCUMENTATIONS



I : The students were busy with another homework



II : The researcher gave pre-test to the students





III : The researcher gave the rules of the jigsaw technique



IV : The researcher gave the names of jigsaw group





V : Students were enthusiastic doing the exercise



VI : The researcher monitored students' activities



VII : The students were active in answering the question of the quiz



VIII : The students wrote the answer in front of the class



IX : The researcher gave reward for the winner of the final competition  
held in the end of the program to one of the students

Nama : \_\_\_\_\_

No urut : \_\_\_\_\_

Jawablah pertanyaan berikut ini dengan memilih salah satu jawaban yang anda anggap paling benar dengan memberikan tanda silang (X) pada huruf A,B,C, or D

1. A B C D

2. A B C D

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. A B C D

8. A B C D

9. A B C D

10. A B C D

11. A B C D

12. A B C D

13. A B C D

14. A B C D

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. A B C D

20. A B C D

21. A B C D

22. A B C D

23. A B C D

24. A B C D

25. A B C D

26. A B C D

27. A B C D

28. A B C D

29. A B C D

30. A B C D

31. A B C D

32. A B C D

33. A B C D

34. A B C D

35. A B C D